

The A.T.A. Magazine

Official Organ of the Alberta Teachers' Alliance

MAGISTRI NEQUE SERVI



Vol. I.

Edmonton, Alberta, March, 1921

No. 9

Easter, 1921

The *fourth* year of our Teachers' Alliance has been a year of *storm and struggle*: our *principles* have been attacked, and our *leaders* assailed and becudgeled from all sides. The issue is between *reaction and progress*: Shall teachers be freed from the shackles of creeds outworn?"

The blind and indifferent and hostile find in this movement nothing but "social unrest" motived by greed and selfishness and fomented by opportunists. The discerning, however, know that the movement is from within, aiming to *professionalize education*. It challenges as an unexamined premise the idea that *teaching* is a *transient calling*, or that *teachers* are the *hirelings* of the *tax-payer*.

And hence this paradox: Teachers, the best friends either of the State that is or is to be, are opposed by forces political and economic within the State.

Another Easter dawns. For the teachers of Alberta meeting in annual conference it brings a seasonable opportunity for crystal-clear insight, firm resolve, and united action. *Time is on the side of the teachers.*

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The A. T. A. Magazine

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Published on the First of Each Month.

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Vol. 1 Edmonton, Alberta, March, 1921 No. 9

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General Secretary-Treasurer,

Alberta Teachers' Alliance,

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TEACHERS IN DIFFICULTIES

Members are urgently requested not to prejudice their case by acting without having previously received advice. Several cases have recently been brought to our notice where teachers have been stampeded into action—have even resigned—and thereby rendered it impossible for the Alliance to be of assistance.

1. If you are a member of a Local Alliance, refer your case to the Local Executive, and if they so recommend, the matter may be referred to Headquarters. A report should be forwarded by the Local Executive. Many cases may be more expeditiously and successfully dealt with by the Local Alliance than by the Provincial Alliance. Local organizations should function wherever possible.

2. If a member at large, a letter, lettergram or long distance 'phone call will be promptly attended to, and the necessary advice tendered.

Re the A.T.A. Magazine

The Executive particularly desires that our members should take it upon themselves to see that the advertisers in "The A.T.A. Magazine" have some recognition from our members. It is, of course, a business proposition with our advertisers, and much can be done by our members to ensure a steady income for the Magazine by making our advertisers feel that it is worth their while to take space with us. Remember then when your School Board is planning to make purchases for supplies or furniture.

Re Contracts

Members should very clearly understand that the fight over the Contract is a fight for the protection of the teachers in the village and rural school, where numbers cannot be brought into play to ensure mutual protection. We wish our members to know that the full Board of Directors of the U. F. A. has endorsed our Clause (5).

The A. G. M.

The annual convention of the A. E. A. will be held in the McDougall Methodist Church, Edmonton, beginning Tuesday, March 29th. It has heretofore been the practice to hold the sessions of the A. T. A. concurrently, but a change is contemplated this year. Last year at Calgary the sessions of the A. T. A. were held after the afternoon sessions of the A. E. A. and in the evening, so that the delegates were too fagged to give their best attention and thought to Alliance business; besides, a multiplicity of adjourned sessions made it difficult for all the delegates to be present all the time. But this is just what is wanted. Delegates who accept the responsibility and the benefit of the pool rate must expect to devote themselves entirely to A. T. A. business. The A. G. M. is the biggest event of the Alliance year; it furnishes the cement which binds together the organization, and is the occasion when Alliance officials must give an account of their stewardship.

Bearing this in mind the Executive has now decided to hold the A. G. M. at Edmonton on Easter Monday, March 28, at 1 o'clock sharp. A banquet can be held at 7 o'clock, after which an evening session would finish the greater part of the important business.

Voting Strength of Locals at Annual General Meeting

Representation is as follows:

Locals of 6 to 9 members are entitled to One Delegate
Locals of 10 to 24 members are entitled to Two Delegates.

Locals of 25 to -- members are entitled to Three Delegates.

One additional delegate for each additional 25 or fraction of 25.

Please make sure that your Local Alliance is represented at the A.G.M. All delegates should be present at each of the sessions. The future of the Alliance largely depends upon the decisions arrived at during the A.G.M. this year, and every local should shoulder the burden of responsibility by sending representatives.

It is necessary to take immediate steps to call a meeting for the purpose of making final arrangements for the Annual General Meeting. The following important matters must be attended to:

(1) The appointment of delegates to attend the A. G. M.

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(2) The consideration of the resolutions to be passed upon at the A. G. M. and the instruction of delegates with respect thereto. (3) The sending in of your annual report to Headquarters, which should consist of the following: List of names of members in good standing; amount of fees remitted to Headquarters; activities during the year.

Fees.—This will be last appeal that can be made before the Annual General Meeting and the Executive very urgently requests that you make one final effort to bring up your membership to the highest possible total. Members paying their fees now will not be under any obligation to pay the annual membership fee for the year ending Easter, 1922, before December 31, 1921, so that fees paid now will give the individual member the full benefits of membership for practically another year. Fees must be remitted before March 24.

Transportation—Pooling of Expenses of Accredited Delegates

The transportation expenses of accredited delegates will be pooled. Each delegate, therefore, should fill in the form attached to the delegate's credential form, detach, and hand to the person appointed to adjust the travelling expenses of delegates.

During the week the average will be struck (Last year the average was \$8.30) and accredited delegates will either be required to pay in an amount sufficient to make up the average paid by delegates or have refunded to him the transportation expenses over and above the average.

Standard Certificates—Reduced Railroad Fares.—Each delegate should obtain a standard certificate from the agent at the point of departure in order that advantage may be taken of the special rate for teachers attending the convention.

Composition of Annual General Meeting.—Any teacher may attend the A. G. M. Members of the Alliance have the right to take part in the discussion, but delegates ONLY have the right to vote.

Election of Executive Council for Year ending Easter, 1922

The officers are all re-elected by acclamation, viz.:

President, H. C. Newland; Vice-President, Chas. E. Peasley; Ex-President, T. E. A. Stanley.

The following Geographic Representatives are also re-elected by acclamation:

Northern Alberta—Miss Ada A. Wright, Vegreville.

Edmonton—Miss Kate Chegwin, Edmonton.

Calgary—W. W. Scott, Calgary.

Election in Two Constituencies Only

Southeastern Alberta.—Do not vote unless you are located in this constituency, which includes the parliamentary electoral divisions of:

Camrose, Sedgewick, Wainwright, Ribstone, Stettler, Coronation, Hand Hills, Acadia, Bow Valley, Redcliff, Taber, Warner.

The two candidates are:

Miss M. Cole, Camrose.

Jno. T. Cuyler, Medicine Hat.

Southwestern Alberta.—Do not vote unless you are located in this constituency which includes the parliamentary electoral divisions of:

Innisfail, Olds, Didsbury, Cochrane, Rocky Mountain, Gleichen, Okotoks, High River, Nanton, Claresholm, Pincher Creek, Macleod, Cardston, Lethbridge, Little Bow.

The candidates for election are:

S. R. Tomkins, Lethbridge.

Golden L. Woolf, Cardston.

Editorial

REACTION AND THE C.T.F.

Trouble at New Westminster and Saanach, B.C.; at Calgary and Edmonton, Alta.; at Moose Jaw, Sask.; at Fort William, St. Thomas, and Ingersoll, Ontario: what does it all mean?

In the first place, it means that the teachers are trying to stem the tide of reaction that is sweeping over the continent. They are going to find the value in post-bellum currency of the myriads of beautifully-minted phrases and exquisitely-wrought encomiums that have been cunningly fashioned by politicians, profiteers, and publicists to arm "the poor teacher" against the "arrows of outrageous fortune;" to tear away the brilliant-hued flowers of rhetoric which have long draped and begarlanded the poverty and nakedness of the profession; "to call the bluff," as the vernacular has it.

The meaning is, in the second place, that the teachers of Canada by common counsel and consent are advancing with determination to their new and rightful position in society and in the state. The Canadian Teachers' Federation begins to function.

One might illustrate the foregoing by reference to a recent despatch to the *Toronto Globe* from St. Thomas, Ontario. There the resignations of the full staff of the St. Thomas Collegiate Institute "have been received to take effect March 31, if the new schedule is not accepted." It further appears that the Board is making inquiry of the Department of Education as to whether "a walk out will be upset by the Minister." Members of the Board express doubts about the power of the Ontario Secondary School Teachers' Federation "to adopt arbitrary rules preventing members of the organization from filling the positions vacated by other members because of salary troubles." They are willing "to grant increases to the teachers separately, according to individual merit, but are opposed to the collective bargaining system."

This is all very familiar to us in Alberta. The same things are being said by the reactionaries from St. Thomas to Vancouver. The explanation of the situation is to be found in the wide-spread economic reaction against all forms of workers' protective organization. In England, for outstanding instance, there has been a rise, Professor Peter Sandiford tells us in *The School*, of educational expenditure from 52 millions sterling

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in 1914 to 97 millions at the present time. This increase is only 86 per cent, whereas prices have advanced 160 per cent. in the same period. Although England's per capita tax "is possibly five times as great as Canada's" she can still afford a yearly drink bill of some 480 millions sterling, and find "tobacco money" to the extent of 180 millions sterling a year. Yet the Fisher Act of 1918 has been suspended when the annual educational budget is only about 97 millions sterling, as stated above. "And all in the name of economy and retrenchment," says Professor Sandiford, "while the real reason is *obscurantism and fear of an educated democracy.*" In this connection Sir James Yoxall in an editorial in *The Schoolmaster* remarks: "To suspend the Education Act of 1918 even for a year or two is a blunder, almost worse than the crime committed by the vulgar and blatant bounders of the Jazz-band Press. It will enrich nobody; it will impoverish the future; it will rob the country as well as the adolescent." There is even in England a growing tendency to let the Burnham Scales go by the board. In this mad riot of economy the N. U. T. stands firm, prepared for the worst. And the Burnham Committee "remains *solidaire*, the Local Authorities Panel as much as the Union Panel."

SELF-GOVERNMENT FOR TEACHERS

The beginning of a new term offers an appropriate occasion to review the frequent criticism made by teachers of the restraints imposed upon them, of a surfeit of school inspections and interminable form and statistics. A new era is dawning for the profession because in the majority of cases local education authorities have co-opted teacher representatives on education committees, and this principle became more general in the last year. Thus has a real beginning been made of giving teachers a part in the administration of education in the areas of local authorities; small it is true at present, but under our English method "freedom slowly broadens down from precedent to precedent."—London Times Educational Supplement, February 3, 1921.

NOTES AND COMMENT

The Edmonton School Board has been debating the question of teacher representation for some time. Although the arrangement made with the Alliance representatives by the 1920 Board has been rescinded there is still a possibility that the matter will be reconsidered. According to the Edmonton Journal, a letter from Messrs. Parlee, Freeman, MacKay and Howson, solicitors to the Board, to whom the question was submitted for an opinion, "regretted the decision of the Board and requested the trustees to reconsider this decision, and in the event of such reconsideration that the Board invite a representative from the Alliance, to present the view of the Alliance in this regard". The opinion concludes thus: "Bearing in mind the evident purport of the resolution, namely, that the representatives were invited in a consultative capacity, we are of the opinion that the resolution is not beyond the powers of your Board".

In the February issue of the *Elementary School Journal*, Chicago, is an article by W. A. Cook of the University of South Dakota on the "Rise and Significance of the American Federation of Teachers." The writer attempts to approach the subject in a judicial frame of mind, but does not succeed in concealing his prejudice against any form of teachers' organization which cuts the leading-strings of officialdom. He is afraid of affiliation with the A. F. of L. but admits that the Federation of Teachers has succeeded in doing some things for the improvement of teacher status which have long required doing. The article furnishes an interesting admission that organization alone can help the teacher.

* * *

The patronizing tone of the article just mentioned raises a query: Why are non-teachers quite willing to offer advice and criticism to a teachers' organization, and very much "shocked" when such advice is not acted upon? A medical or dental organization, for example, would hardly tolerate interference from the outside, and yet a teachers' organization which insists on being run by its own members and not by outsiders, is looked upon askance. Indeed!

* * *

"Most of the professional training which teachers received 20 to 25 years ago is more than useless to-day. It is mere pedagogical junk and must be relegated to the scrap-heap." So writes a city superintendent. Then our older teachers must either renew their youth by summer courses or a "sabbatic year," or else be "scraped"—another proof of the soundness of the new A. T. A. salary schedule.

* * *

The Athenaeum, London, has a review of a book by Sir George Kekewich, who for nearly 30 years was Secretary to the Education Department. Therein it appears that in his long public career there are no people on his relations with whom he is able to look back with a satisfaction greater than he experienced in his relations with the National Union of Teachers. He ends with this forecast: "Yet there are signs to-day that the worship of Baal is gradually giving place to a more human and humane creed, and that the millions will no longer prostrate themselves in blind ignorance before the golden calf. We are on the threshold of a new era of just appraisal and cleaner government."

* * *

We acknowledge receipt of Bulletin No. 1 of the Ontario Secondary School Teachers' Federation. It contains a proposed model form of teachers' agreement—pleasantly familiar to us because of its similarity in several features to our own notorious Model Form—and a statement of the stand taken by the Federation in reference to the disagreements over salary at Fort William and at Ingersoll.

We have also received a copy of "The Teachers' Magazine," the official organ of the Provincial Association of the Protestant Teachers of Quebec. It is a 72-page booklet containing a number of excellent professional articles, a notice of the Canadian Teachers' Federation (with which this Quebec Association is affiliated), Minutes of a Committee on the Status of Teachers, and a complete register of members for 1920-21. The Editor is W. P. Percival, B.A., Macdonald College.

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USE OF ISAAC PITMAN SHORTHAND ON THE INCREASE

IN the private commercial schools of the United States teaching only one system of shorthand, the Isaac Pitman Method is by far ahead of all others, the Graham-Pitman being second, the Byrne, Munson, Boyd and Gregg following in order.

Official figures showing the systems taught in such schools will be found on page thirty-five of the Biennial Survey of Education for 1917-1918 issued from the United States Printing Office at Washington, D. C., during the month of October, 1920. "It will be seen," says the compiler of the above pamphlet, "that the Isaac Pitman system ranks highest in this score, with an average of 281 students of shorthand used in one-system schools.

The Graham-Pitman shows an average of 219, the Munson an average of 173 and the Gregg an average of 104."

A carefully prepared table also shows that there has been an increase of 12.9% in the use of the Isaac Pitman System.

The Facts Given in the Pamphlet Are Significant as Showing the Increasing Popularity of the Isaac Pitman System.

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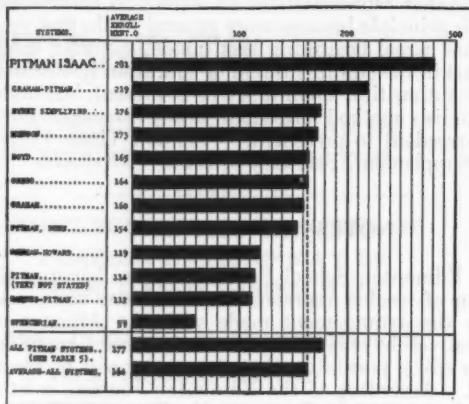


Fig 20.—Average enrollment in the stenographic course in private commercial schools teaching only one system of shorthand—for the 12 systems most frequently given, 1917, 1918.

There are about 20 Canadian students at Cambridge this year, about the same number in all the other British Universities taken together (except Oxford), and a considerably larger number at Oxford.—Toronto Globe.

* * *

The Sixtieth Annual Meeting of the Ontario Educational Association will be held in the University of

Toronto, March 28-31, 1921. This Association has a larger number of sections and departments one of which is the Trustees' Department. Herein we observe a difference from the situation in Alberta where the trustees have a strong organization of their own and do not to any extent avail themselves of the privilege of membership in the A. E. A.

Our Gallery of Portraits

Hubert Charles Newland was born at Fingal near St. Thomas, Ontario, to which place Charles Newland, grandfather of the above, came from Shipston in Worcestershire, England in 1843. The records tell us that Charles Newland often rode from Shipston to Stratford on Avon, a distance of 10 miles, and frequently stayed at Shakespeare's birthplace, then an inn or "pothouse". The father of H. C. Newland is a prosperous tobacco farmer at Leamington, Ontario.



The subject of our biography was educated at Fingal Public School which he left after "heading the country" in the Public School Leaving examination. He entered Windsor Collegiate Institute, where W. S. Cody was mathematical master and principal; Frederick P. Gavin, now Organizer of Industrial and Technical Education for Ontario, was then science master.

After a year at Windsor H. C. Newland entered the St. Thomas Collegiate, then under the principalship of Noah Quance, who had a great reputation as a classical master and was a firm believer in the Humanities. He strove to make Latin Prose Composition the instrument for acquiring the essentials of a good English style and to make Latin and Greek literature a means for developing a sense of values and an antidote to herd impulses and crowd-thinking. The most remarkable fact, however, far outweighing his scholarship, keen wit, and biting satire, is that he left an estate of \$40,000 about two years ago, the result of a life's saving from the salary of a high school teacher. It is also interest-

ing to note that A. E. Marty, M.A., LL.D., now city inspector for the Toronto Public Schools, was then modern language mistress.

In the fall of 1900 H. C. Newland entered the University of Toronto, being a freshman with J. A. Smith, our Senior High School Inspector, but for financial reasons Newland left the University and began teaching in the west. He completed his university course in 1910, taking top place in philosophy. A few months at banking and a year in business have added to his experience.

In 1915 Newland came to Edmonton after four years' principalship of the Vegreville Public and High School. During his stay in the capital city he has been President of the Northern Alberta Teachers' Association, President of the High School Teachers' Alliance, Representative on the School Board, and is now President of the Alberta Teachers' Alliance and a member of the Executive of the Canadian Teachers' Federation as well as Editor of the A. T. A. Magazine. While carrying out the duties of these many offices Newland has succeeded in completing the course for the LL.B. and is at present doing postgraduate work in psychology, philosophy and pedagogy at the Universities of Toronto and Alberta.

It would seem that after this stupendous list of accomplishments there would be no space for further detail, but let the above stand as a background only, or at most as an illustration of the restless energy which characterises H. C. Newland. To those who had heard of, and have not seen, the completion of the impression would be that he has a round face, a bull-neck, square shoulders and is of average height—physical qualities for a fighter. To those who have seen and have not heard, it must be mentioned that he is the walking illustration of the advice of Polonius:—

"Beware
Of entrance to a quarrel but being in
Bear't that the opposed may beware of thee".

Honesty of purpose, devotion to enterprise, and resolution where honour is concerned, characterise our president, and when these are coupled with a worldly shrewdness of judgment such as we find in him, we feel fortunate in possessing such a leader.

EDUCATIONAL MAGAZINES FOR FEBRUARY

The Educational Review: New York City.

This issue devotes the major part of its space to articles on Intelligence Measurement and Specific Ability Tests for Colleges. A. R. Mead writes on "Tendencies in Educational Measurements," and G. G. Chambers on "Intelligence Examination and Admission to College."



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Journal of Home Economics: Baltimore, Md.
Bernice Frances Dodge of the University of Wisconsin has a timely article on the "High School Cafeteria as a Home Economics Project."

Elementary School Journal: University of Chicago.
Every teacher should read a very suggestive article by W. W. Beatty, entitled: "An Experiment in Applied Sociology." Some good tests are given which can easily be applied by any teacher, opening up an interesting field for study.

The School Review: University of Chicago.
Prof. C. H. Judd, dealing with the "American Experiment of Free Higher Education," compares higher education in America with the same in Europe, where it is not free; he examines the problem of the mounting cost of higher education and raises the question whether free higher education may not ultimately involve a burden of cost and taxation greater than the State can bear.

The second of the series of studies in High School Procedure by Henry C. Morrison is entitled, "Half Learning." In the January issue he showed that lesson-getting does not effect a transfer to the correlated capacity; that a lesson-learning test is not a valid achievement test. He now shows that the 50 to 75 per cent. pass mark idea makes a lesson-learning test and procedure still less valid. There is an accumulation of deficiency in capacity from grade to grade; pupils, therefore, find the higher grades more and more unsatisfactory, only the good lesson-learners surviving. This half-learning reacts on the national character and accounts for the dearth of productive scholars in literature, art, or science.

BOOK NOTICES

THE BRAVE DAYS OF OLD

The New Age History Readers: Thomas Nelson and Sons, Toronto.

The teacher of history has not much to be thankful for, in view of the constantly increasing amount of material with which he must cope, but the publishers are coming to his aid with their History Readers. Thomas Nelson and Sons have issued a new graded series of these under the title "The New Age History Readers." These readers are adapted to the different requirements of public school grades and contain sketches from Greek, Roman, Mediaeval and Modern times. They are illustrated with reproductions of good paintings. As a special recommendation for their use in school libraries, it may be noted that these books are well bound, and that the paper and type are inviting.

It is too often true that students of history waste a great portion of their time because they have not acquired a framework or skeleton upon which to build any kind of organized body of knowledge. It is also true that such a framework may be more easily acquired through desultory reading than through actual class work. Whole historical epochs may build themselves about such centres as Raleigh's cloak or Hannibal's elephants. The sentimental and romantic associations of childhood may tone down into a wide historical interest. It is with this in mind that we can best make use of history readers—not as something for the child to learn and study but as an encouragement to subsequent study, and an allurements to go back and revel in the brave days of old.

—R. V. H.

Federation of University Women in Canada: Chronicle 1920.

This 32-page booklet is the first issue of the yearly Chronicle of an organization which binds together the University Women's Clubs of Canada. A foreword by the President, Margaret S. McWilliams of Winnipeg, is followed by a "Survey of Educational Conditions in Canada," the report of the Committee on Education prepared by Dr. Geneva Misener of the University of Alberta. This report is based on some carefully compiled and very valuable statistics. We note a careful weighing of the advantages and disadvantages of consolidated schools, and a clear statement of the case for municipal school boards. The report further offers the following recommendations for improving the conditions of teachers. (1) Teachers' residences. (2) Higher qualifications—as a minimum: a three-years high school course and one year of professional training. (3) Economy in the number of teachers and more opportunity for specialization through consolidated or centralized schools. (4) Liberal provincial and federal grants based on grade of certificate and efficiency. (5) A pension fund. (6) A minimum wage schedule based on cost of living, interest on cost of education, and value of services to community. (7) A permanent board with equal representation for teachers and trustees to adjust wage schedules and other matters. (8) Recognition of the principle of equal pay for equal work. (9) Supervisors for rural municipalities. (10) Provincial teachers' exchange. (11) Encouragement of parents-teachers organizations.

The remainder of the Chronicle deals with "Opportunities for University Women" and a "Report of the International Conference of University Women, London, July, 1920."

IRELAND

Attendant Spirit of our Nation's Life,
Great Goddess of the hidden worth of things,
Who fashionest the inmost heart of Kings
To lead their peoples through the stress of strife.
Be regent o'er us now when hate is rife,
And faction with its fitful foment brings
The clamor that in heaven's arches rings,
And death lurks in the very breath of life.

Sweet Emerald Isle, thou nurse of passions great,
Where poets penned the day that spoke of peace,
And warriors fought to lay oppression low;
Enchanting Isle, now torn by cruel fate,
We long to see thee take another lease
Of truer life, where nobler passions flow.

—H. R. L.

WHY MEN TEACHERS ARE SCARCE

To the Editor of The Globe: Your correspondent, "High School Secretary," writing under the above caption in the issue of the 15th inst., states his view of the problem from the angle of a Board of Trustees. From the point of view of a teacher he is greatly in error and no amelioration of the situation can take place till the facts can be recognized.

Now, the scarcity of male teachers is not due, as he thinks, to the trammels of regulations, a crowded curriculum, or the "favors" of Inspectors. After a teaching experience of over twenty years the writer does not feel these as pressing unduly upon him, though he admits that the curriculum and the regulations are



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fair subjects for debate. The malicious slur on the High School Inspectors is resented. These three gentlemen, all personally known to the writer, are deservedly at the head of the profession and are fair-minded and judicial to a degree. A wide acquaintance among the High School teachers of the Province cannot suggest two men who entertain any but feelings of regard and respect for the Inspectors. Perhaps the "Secretary's" board has been brought to book by an Inspector for some violation of those troublesome regulations! The suggestion that the admission of qualified teachers from other Provinces will solve the problem shows how little "Secretary" grasps a situation that is nationwide.

The chief reason for a scarcity of male teachers is an economic one—the very one "Secretary" rejects—salary. "The constant exercise of intelligence, patience and tact" does not earn as much in teaching as it does in business or anywhere else. That is the plain truth. A friend of the writer earned two years ago as a teacher \$975 a year. He is now in the business world, happy in his work, earns three times his old salary, and has unlimited possibilities of promotion. A humorous person calling himself "Exagogue, of St. Jacob's," "tries confusions" with the Pension Act in *The Globe* of the 13th inst. He says: "If a teacher who gets \$1,000 a year cannot afford to live and raise a family, even in these hard times, it is quite plain that such a teacher is not able to take care of himself." Delightful sarcasm! There was more foolery yet if I could remember it. It all proved what an idiot a man would be to enter the teaching profession.

A second reason, also economic, or with economic reactions, is insecurity of tenure of a teacher's posi-

tion. The rural school teacher has been the devoted victim of a system that allows a board of three men, who know nothing of the art of teaching and are usually inferior to the teacher in education and intelligence, to dismiss a teacher at any time. There is not a board of trustees in this Province fit to sit in judgment on the professional abilities of a teacher, and yet they can dismiss him for any flimsy reason of their own imagining. There is no appeal. The teacher takes his bitter medicine of humiliation, his wife and children bear the brunt of his financial loss, and he hunts up another job—at \$1,000 a year. This is the price he pays for his unselfish devotion to the children under his care. This is not to continue much longer; the Teachers' Federation begins to function.

The remedy is plain. It will pain "Secretary," and it may "wrong the honorable men whose daggers have stabbed" many teachers—and Inspectors. Abolish boards of trustees. These have done more harm to education, have driven more men from the profession, have caused more financial loss, worry and injury to men teachers, than the regulations, curriculum, Inspectors, and everything else combined. Teachers are servants of the State and should be appointed, dismissed, paid and pensioned by the Provincial Government. Their salaries should be somewhere near a just remuneration for the capital invested in their education, the very important duty they perform, and the high standard of intelligence and character required. This can be done and is done in other countries, e.g., South Africa. As soon as men can be assured of a permanent position at an adequate salary, male teachers will be forthcoming for all the needs of Canada.

"Excelsior" in *Toronto Globe*.

"Practical" Subjects in the Public Schools

(By W. G. Carpenter, Superintendent of Schools, Edmonton)

During the past quarter century great strides have been made in educational endeavor. The public has been willing to tax itself heavily for educational purposes, but it has made quite insistent demands upon the school. The days of exclusive attention to the three R's are past. These in themselves did not demand very great skill on the part of the instructor. The modern educational ideal is vastly more complex now than that which faced the schoolmaster of twenty-five years ago. To draw pictures outside a regular formal drawing lesson period was a serious waste of time. Since then the educational value of play has been greatly appreciated. School organizations now encourage games in all grades from the kindergarten to the University for their own inherent developmental value. Dramatization, nature study from the field, visits to industrial plants, are all legitimate methods which would not have been tolerated in the other days. The laboratory and the experimental methods have been considered forward steps in educational progress. Music has come to occupy a prominent place. Manual endeavor has made progress that must surprise even its advocates. In an up-to-the-minute system a finely organized plan of manual training will be found extending from the kindergarten to the senior grades in the secondary schools. An early discrimination is made

between the manual efforts of girls and boys, and a large capitalization of public funds has been used in this provision. Elaborate technical schools, with splendid equipment, have been organized in an effort to render still more practical the effort of education in a community.

The introduction of the so-called practical subjects into the field has been made with such rapidity that many loose ends remain uncaught up and poor articulations result. The hours per day for school work have become fixed and quite firmly entrenched. This time in the earlier school efforts was used largely in dealing with the three R's. Many tasks assigned pupils were of little value 'per se'; their justification lay in their disciplinary values. There certainly was enough work assigned to keep every one busy who would be kept busy, but this was often so irksome and distasteful that scores and scores were driven from school at an early age, and so deprived of the advantages that should have accrued. There is no doubt but that the disciplinary value of the curriculum of the earlier days was very high, and for those who survived splendid service was done. The waste was terrific. Compulsory legislation was resorted to in order to maintain attendance at the hateful process. The schools in the popular mind were necessary places of public torture, from



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To The Trustees Of The Alberta Teachers' Alliance (Inc.)

I hereby make application for membership in the above Corporation. I hold a..... Certificate, recognized by the Department of Education of the Province of Alberta, and I have taught in the..... School District No. in the Province of..... during the preceding twelve months, from..... to

I agree to pay the proper membership fees, and in all other respects to conform to the rules and regulations of the Corporation.

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which to be freed was great joy. This was not considered satisfactory, and attention was directed to a revision of the course of studies with the result that the enrichment noted above both in matter and method came into existence. Numerous additions have been made, but relatively poor internal adjustments have accompanied these additions. The result of these continuous additions without corresponding eliminations is a burden of requirement that is impossible to attain. This produces superficial effort and a decided injury. The waste of energy within the class-room where conscientious effort is made to meet requirements is very great indeed. The examination system induced cramming. The skilful instructor made efforts to touch the high spots the examiner might question upon, which, after some experience, could be quite successfully done. The result of all this is that the boy of to-day is not so well trained as was his father when trained in the days of limited curriculum and lesser opportunity. The criticism that the schools are not functioning as they might is perfectly valid in many respects. A modification of the examination system to a recommendation system is not the solution. The elimination of subjects from the curriculum is not the solution. The fuller application of intelligence tests or of standard efficiency tests is not the solution. A greater knowledge of individual inclinations and aptitudes is not the solution. All of these may be contributory influences. They undoubtedly are; but the opportunity to use these devices must be associated with a curriculum of wisely selected subject matter of even wider range than what we have at present, so varied as to appeal to the variety of types in the schools in such a way that all are not made to pass through identically the same process.

Great care must be taken in the working out of such a curriculum. We have referred to the overload that the schools carry in the present curriculum and of the fatal superficiality that results. The skill of the instructor is a very important factor in the interpretation of a course of studies. So rapidly have the changes been made in the past that instructors have not had time or opportunity to become competent to handle them. The normal schools have not modified their methods sufficiently rapidly to give their students-in-training the proper appreciation of the newer movements or to prepare them to teach them efficiently. The term of four months was entirely inadequate and the double period now in vogue is not very much better. The great majority of teachers in the field have had absolutely no training preparatory to doing well what is expected of them in the newer subjects. The passing nature of the personnel of the profession makes the situation worse still. Yet it must be said of the mainstays in the profession that an honest effort has been made to secure qualification and to do the work well. Summer schools have been filled to overflowing with teachers giving over holiday time to obtain qualification, which in the great majority of cases would not give monetary improvement of status or return other than the satisfaction that comes from the consciousness of having done the best under the circumstances. Supervisors have worked frantically to provide training for teachers in their special depart-

ments. It is not to be wondered that the efforts of these officials should meet objection in some quarters. They had to be enthusiastic to accomplish anything and insistent if their efforts were to be worth while. The marvel is not that this that or the other thing has not been done, but that so much has been achieved in such a short period. That the teachers have been able to accomplish so much under such stupendous difficulties is a subject of congratulation. In the departments such as Manual Arts and Household Science the public demand has been so phenomenal and the growth so rapid that specialists have not been qualified rapidly enough to meet the demand. This means that in many cases imperfectly prepared instructors have been pressed into service. The introduction of these newer lines of endeavor has been so rapid and the internal adjustments so complex, that too great impatience should not be exhibited if immediate results are not forthcoming. On the other hand, advocates of these subjects should not feel resentful if trimming is made here and there, for the process of fitting in is one of give-and-take, and the best must be done under the conditions as they exist.

In times of financial stress critical examination is given to the existing order in any activity with a view to cutting to save expense. It is quite the proper procedure to call a halt to any activity that it not producing results or to eliminate portions of a program that are not essential. Sometimes it is music effort that is curtailed. Again it may be an easement of Art endeavor. Manual Arts and Household Science may have to be set aside for the time being. In these subjects a very heavy capitalization is associated with effort and frequently the amount of use of space reserved and of equipment provided is very limited. Because of the heavy cost in addition to the necessity of using allotted time to good advantage with minimum waste, it is of paramount importance that careful organization of material and time be arranged. A practical subject that does not articulate with the life of the community is not justified on the course of studies. It should be eliminated or replaced with that which does fit better into conditions. Four years in woodworking in manual arts is too heavy an allocation of time for one specific activity. It is particularly well that urban boys should have experience in woodworking and in the care of tools. But there are other practical activities which might be very useful and which could be taught with a minimum of equipment. Every senior public school boy should be familiar with the fuse block in his home, with the essential characteristics of an electric battery, the mechanism of the electric bell, and should be warned as to the dangers of electric wires and improper insulation. It is a fair expectancy for a parent to make of the boy in the use of solder and the soldering iron in repairing kitchen ware. A knowledge of how to replace worn washers on water taps and of the essential principles of the trap and siphon in a sewer system is of great practical value. How to make a waxed end and repair ripped shoes or to make a resole for a pair of boots would be valuable to any boy. The use of cement and the proportions in mixing would enable the boy to make repairs to basement floors, sidewalks or other cement

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work about the home. This enrichment of the manual arts course would neutralize the criticism of the over-plus of time on woodworking. All of these exercises are practical for the boys in the public school grades. As for the girls, probably a more valid criticism can be made of the subject matter in the Household Arts course. To devote three years almost exclusively to cooking can scarcely be justified. This criticism is aggravated, when in many cases this cooking is done on electric plates instead of on the range. The use of such equipment makes it difficult to translate school experience into terms of home experience. The child simply does not know how to manage the range, which is an extremely valuable and practical exercise. It is true that the preparation of food in a home is important, but it is by no means the only important activity. The economy of purchase and of management are of great importance. The use of supplies such as fuel, electricity, water, etc., is important. The standards of orderliness, cleanliness, beautification are fundamental in the art of homemaking. These matters are largely crowded out through the surplus of time given over to cooking. The public are objecting to these misapplications and those responsible are well advised when they take seriously into their consideration the ways and means of modifying effort to make their point of contact more effective with their public constituency.

The practical has found a permanent place in our educational system. It has come into operation with remarkable suddenness. It must expect to be challenged and it must stand on solid ground if it is to be maintained. That which does not properly function must be pruned into a healthful functioning even if it means cutting down to the roots. To force all pupils into identically the same channels of endeavor must not persist. While there is a common ground for all to cover, still individual aptitude must come in for larger consideration. When we know more of the pupils we teach, can give advice on a scientific basis and can offer opportunity for varying types, a great advance will have been made in our educational endeavor.

The Wonder in Common Things

(By "M. J. G.")

In taking up Nature Study with our pupils, what are we trying to teach them? Is it not part of our aim to help them to gather intelligent ideas about this world we live in, its rocks and soil and water, its physical features, and the plants and animals that live on it. If we can only succeed in showing the children the wonders in the common things around them, we shall not have lived and taught in vain.

What are some of the wonders in common things? we ask. Take, for example, any of the common green plants, and let us consider them. Because they are living things they require food. This they obtain from the air and from the soil. Scientists tell us that they have so far discovered in the earth and its atmosphere over 80 elements. Of these plants use only about thirteen, and always the same thirteen—a remarkable fact. We are told that ten, at least, i.e., carbon, oxygen, hydrogen, nitrogen, phosphorus, potassium, cal-

NEW WESTMINSTER TEACHERS' ASSOCIATION

New Westminster, B.C.,
Feb. 28th, 1921.

General Secretary,
Alberta Teachers' Alliance,
Edmonton, Alberta.

Dear Sir,—The New Westminster Teachers' Association desires to express its thanks for the inspiring message of sympathy and support in its recent fight. The victory was without doubt hastened by the moral support tendered by many associations throughout Canada.

I regret I have been unable to reply sooner.

Yours sincerely,

WILLIAM W. CAXTON,
Secretary.

OXFORD REVISITED, 1919

Attendant Spirit of the Isis Vale,
Who mov'st 'twixt Cumnor and the Woodstock Grove,
Pray tell the story of romantic love
That clings as mist to that enchanted dale.

Can it be myth or legend, or a tale
Told to the pines when western breezes move
Across the vale to broader realms above?
Oh, tell us all, let this our quest prevail.

Off have we visited that sylvan bower
Where Rosamond the Fair spent happy hour;
And wandered slowly in the sunset gleam
To ruined Godstowe by the Isis Stream;
Then on by Wytham to the Cumnor Hill,
Where ghost of Amy Robsart lingers still.

—H. R. L.

cium, magnesium, sulphur, and iron, are necessary for all green plants. Remove one of these, and the plant will not grow and develop properly. It must be noted that plants do not take in these elements separately, neither can they eat solid food. All food must therefore be in compounds, and in gaseous or in liquid form before plants can take it in.

How do they take in food? The gaseous food they breathe in through pores on the leaves. Knowing that nitrogen and oxygen are necessary plant foods, and that air is composed of nearly 80 per cent. nitrogen, nearly 20 per cent. oxygen, and only about 1 per cent. of other gases, we should expect the leaves to take in nitrogen and oxygen from the air. Instead, they take in carbon dioxide, a gas that is present in the air in very small quantities—only a small fraction of 1 per cent. We wonder why this is until we remember that nitrogen and oxygen are free in the air, and

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that plants are consistent in never taking in food unless in compound form. Carbon dioxide, on the other hand, is a compound made up of one part of carbon and two of oxygen— CO_2 .

While the leaves take in gaseous food, numerous root-hairs on the roots take in all the liquid food, that is, water, with nitrates and mineral matter dissolved in it. As we have seen, the leaves do not take in nitrogen, but leave that work for the roots to do. But neither can the roots take in elements separately; therefore, before the plant can absorb it, the nitrogen must be chemically combined with one or more elements, and made into nitrates, substances which water can dissolve.

Who are the chemists that perform this absolutely necessary work? Just a very low form of plant life in the soil that we call bacteria, one of which is far too small to be seen with the naked eye. Two species in particular are of great value to plants. Both build up nitrates, but they obtain their nitrogen from different sources, the one from decaying plants in the soil, the other from the nitrogen of the soil air. The latter species make their homes on the roots of the legumes. This seems a wonderful thing that plants so lowly and so small that thousands of them placed side by side would hardly measure an inch, should be able to do such astonishing work. Think of it! But for these bacteria in the soil, we could have no higher plants, and therefore no higher animals or human beings on this earth.

Besides nitrates, plants require some mineral matter from the soil. Supposing water alone cannot dissolve such mineral matter, what happens? An acid on the root-hairs will do that. It seems as though every possible problem that could arise in connection with plant growth has been met and solved by the great mind who arranged it all.

The next question is: When the food in the soil has been dissolved, how does this liquid food get into the plant? Two laws which liquids obey operate in a plant. One of these we call the law of osmosis, for man has discovered it,—has discovered that if two liquids, the one denser or stronger than the other, be separated by a membrane, the weaker liquid will tend to pass into the stronger. In the case of a plant, the liquid is the sap, and the weaker soil moisture passes into it through the membranous walls of the root hairs.

After the liquid food has entered the plant, what makes it go up, seeing that the usual tendency of liquids is to flow down? The same law of osmosis keeps on operating. The sap higher up the stem must therefore be denser and thicker. How does Nature arrange that? By the transpiration or evaporation of water through pores in the leaves and stems.

The other law that also operates in connection with plants is the law of capillarity—the tendency of water to move to drier particles. The roots are constantly absorbing moisture, making the particles around them drier, and the soil moisture moves towards these drier particles. If this law operates in the stem, then the particles higher up must be drier. How is that brought about? Also by transpiration.

But transpiration does more than that, for wherever evaporation goes on, heat is used. So heat is taken out of the plant and out of the surrounding air, and the temperature of the plant is thus kept right.

The moisture that is given off into the air is not lost to plants, but helps to add to the amount of rainfall

thus returning to the plants in due course—a wonderful provision in Nature to prevent waste.

Where does the liquid food from the roots go? To the leaves to meet the gaseous food that comes from the air. Here another remarkable thing happens. The chlorophyll, or green coloring in plants, which can only be made in the presence of sunlight, working in conjunction with sunlight, takes carbon, a black solid, and hydrogen and oxygen, two invisible gases, and makes them into a white solid that we call starch—a remarkable thing for a plant to be able to do. Then, as if to show that their resourcefulness is not exhausted, chlorophyll and sunlight mix the same three elements in a different proportion, and the result is sugar. Again by changing the ingredients slightly, they produce oil.

Starch, sugar, and oil are plant foods. But starch is a solid, and plants cannot eat solids. What does Nature do about that? This is what is done. At night, when the chlorophyll cannot work without the help of sunlight, another agent called diastase, comes on duty for night work so to speak, and dissolves the starch, changing it to sugar, so that the digested sap can then be carried through veins and sap-channels to every part of the plant to nourish it and make it grow.

If plants manufacture more food than they require, they store it away to be used sometime when food is scarce. The food supplies may be found sometimes in the root as in carrots; sometimes in the leaves as in the onion; and sometimes in the fruit or seed as in the cereals.

Besides by eating and drinking and storing away food, plants prove in other ways that they are living things. When Coleridge tells of the brook that "to the sleeping woods all night singeth a quiet tune," he is expressing no poet's fancy but an actual fact in Nature; for certain plants do assume a sleeping position, either by closing their flowers like the daisy, or by folding their leaves like the shamrock.

These are some of the wonderful things that are taking place all around us every day. There are many other things we might take up in connection with plants. For instance, we might study the wonders of plant structure, how the different parts of a plant are specially fitted for the work they have to do—the roots with grasping arms called rootlets to hold the plant firmly in the ground, and all covered with tiny tube-like mouths to take in liquid food from the soil; the stems with sap-channels running through them to convey raw sap from the roots to the leaves and digested sap from the leaves to the roots; the leaves covered with pores to take in gaseous food from the air, and to give off, in the form of water vapor, surplus water taken in by the roots; the flowers, gaily colored and perfumed to attract insects to bring about cross-fertilization, and, in case these inducements may not be sufficient, tempting the insects still further with food in the form of honey. Such devices to attract have been considered worthy of emulation by the higher animals, including man.

It is just as interesting to study the wonderful adaptations of plants to their surroundings. Think, for example, of the devices of leaves to keep from withering and wilting in hot, dry places like Southern Alberta. Some close their pores to prevent too rapid transpiration; others stand up vertically so as to expose less surface to the direct rays of the sun; some curl up from the end or fold from the midrib. The leaves of some plants form a rosette on the ground so

as to keep the moisture in the soil around their roots. Many trees and shrubs shed their leaves during the dry season while others, like the pines and spruces, have reduced their leaves to needles.

The adaptations of stems and flowers are just as wonderful. In their struggle for existence, some stems stand erect, others lie along the ground; some climb on others; some stay underground, and some under water.

In connection with flowers, and before I have taught that part of the subject, I often ask my pupils what devices they would suggest for preventing self-fertilization. One suggestion is about all they can ever give—the placing of the stigma of the pistil higher than the stamens. It should fill them with wonder to learn that the Creator of the flowers found several correct solutions of that problem.

All these things can be told very simply to little children. Isn't it worth while for them to know that plants are living things that struggle for enough to eat and drink; that breathe, and perspire on hot days, and dress in gay colors, and entertain insects, and sleep, some at night and some all winter, and waken

up in the sunshine? Surely these facts are a good foundation on which to build up later scientific knowledge.

If children know such things about plants, are they not likely to look at them and examine them with far greater interest, and are we, in pointing out these things to them, not enabling them to get keener enjoyment out of life by helping them to look at things with more seeing eyes? No one can love Nature or be interested in these things without looking at them. It is doubtful if many people are born with a love of Nature or with a passion for observing it. Nearly all acquire it by looking at Nature and gradually finding out its wonderful secrets; and there is no doubt about this, that we are richly rewarded for any time we may spend in looking at what Nature has to show us. The more we look into it, the more certain are we that the arrangements in Nature did not just happen, but that a great Intellect must have planned it all, following definite and consistent rules, and arranging everything with a mathematical accuracy and beauty of order that fills us with wonder and amazement as we discover more of it.

False Economics and Restricted Education

(W. H. Foster, Principal, Stanley Jones School, Calgary)

Among the nations of the world which unconsciously style themselves "Christian," there has been in the past widespread anarchy of religious belief, resulting in confusion and heterodoxy.

Turning to the present economic sphere, we find a similar anarchy developing, from the slow but certain breakdown of the long dominant, but grossly abused economic orthodoxy. Adam Smith and Ricardo, who with singular tenacity analysed production, distribution and exchange and endeavored to interpret rents, profits and interest, have had their financial theories ruthlessly swept into the limbo of forgotten things.

These men endeavored to emphasize and make practical the idea that the individual worker should be at liberty to safeguard his own private interest and recognize and acknowledge a similar liberty on the part of others. In other words, unfettered competition was the game, the state acting as referee for the competition.

This new economic science attained a wonderful impetus, and gained great prestige about a century ago. It was hailed as the true science and the sum total of political and economic wisdom. It was argued that once the workers fully understood the underlying principles, they would accept them as natural laws and their future lives would be made conformable to them.

As time went on, however, the conscience of the people slowly awakened to the manifold evils incident to unlimited industrial competition. The rise of the "trade unions" and the protracted industrial struggles which followed, together with the restricted legislation they succeeded in securing on behalf of the workers, gradually convinced the thinkers in the slowly developing democracy of the time that this economist gospel was unsuitable, and could not stand the "acid test" of growing intelligence. The plutocracy, built upon the principles of Smith, was subjected to

attacks by Carlyle and Ruskin, who poured out the vials of their scornful criticism on the wealthy beneficiaries of a false political economy.

Gradually a new industrial order has developed and the old orthodoxy, which truly developed the "laissez-faire" principle, is now regarded as inadequate to the solution of the social problem. While the state held the ring, and capital controlled the state, capital was able to defy labor and maintain the whip-hand in any conflicts that occurred. Labor, however, with a newly developed sense of its power, is now forcing the state into the channel of a saner and more genuine democracy, much against its will, and few can doubt what the ultimate end will be.

The old order of things, so dear to the heart of every would-be tyrant, is, like the Russian railways during the war, gradually breaking down. The false political economy, which figuratively fattened the few, and starved the many, is being backed off the stage and supplanted by a new world order. This is manifested in the ever-increasing cleavage between capital and labor, in the ever-increasing alienation and suspicion between employers and employed. The spirit of revolutionary socialism is increasing rapidly among working men in many countries, and where the struggle for existence is keenest, and the forces of conservatism strongest, dissatisfaction borders on anarchy.

What is needed is a more purified type of socialism, accompanied by a better understanding of human society. This would bring about a better and possibly more satisfactory transformation of existing institutions.

There is little doubt that the co-operative system will ultimately supplant the competitive system, and the time for full transformation is within measurable distance. Difficulties, doubtless, lie in the way of a co-operative commonwealth. Whether or not it would be a workable order of society is open to argument,

but from an ethical standpoint, it is unquestionably higher than the competitive. It may be that it would demand an intelligence and self-sacrifice of which people are not yet capable.

It is not improbable that the more advanced citizens in any newly created socialist state, would, owing to the actions and antagonism of its capitalistic enemies, be compelled to coerce the lower order, to prevent the new order from being overthrown. The people might, under such circumstances, lose in liberty more than they gained in other respects. But the fault in this does not lie in the new system, but in the antagonism of the old. Russia at present, is an example of a state struggling to erect a new social and economic structure on the ruins of an ancient Czarism which throttled personal liberty and retarded the progress of the Russian people for centuries. Its enemies have prevented the new system from getting a fair trial. Lenin must act the part of an oppressor or see the cherished hopes and ambitions of a lifetime disappear. In the seventeenth century Cromwell was forced by his enemies to violate every principle of liberty which he cherished, in order to maintain the Commonwealth. Lenin is forced to sacrifice liberty to save the "Soviet Republic."

The socialism of to-day is a revolt against the "laissez-faire" order of "every man for himself and the devil take the hindmost." It is a revolt against this order, in the interests of the workers; not those who work with their hands alone, but those of all classes and creeds who give useful service to mankind. No narrow or prejudiced idea should enter into the term "workers." They compose the great majority of all classes engaged in a productive capacity either by hand or brain.

Prejudices along old and strongly entrenched lines must disappear under the great solvent of the "common good." Education is the most powerful factor in bringing about needed reforms. Seventeenth century ideas, whether they be economic, political or social, are not applicable in all cases to the twentieth century and those unsuitable are bound to disappear under the ever-increasing rays of the new social and economic psychology. The social structure must have for its aim the "common good." There are in human

nature, prejudices, follies, and egoistic tendencies, rampant, unchecked, and anti-social, which make the creation and working of great social aggregates impossible. These sinister influences may have been suitable to the dim, barbaric and half-animal past but they are entirely unsuitable to the creation of a new and enduring social fabric.

Militarism as it exists to-day is the natural offspring of a false and misdirected political economy. It is the protagonist of greed and selfishness and with these as its fulcrum, acts as the lever for protecting the interests of the few at the expense of the many. We are informed that it is a necessity in order that people may live peaceably. Wonderful reasoning! The Greeks lived peaceably in the cave of the Cyclops until their turn came to be devoured. Militarism is a Cyclops. Mankind are the Greeks.

A proper system of education will eventually settle the question as to whether the human race belongs to a hundred men or whether these hundred men belong to the human race. This is not to be construed as an argument for the equality of wealth or equal control of the means of production or distribution. This argument has never been put forward by any sane advocates of economic or social progress. As the herdsman is superior to his herds, so will the chiefs and leaders among men be superior to the masses of the people. They must not, however, use their God-given superiority to evolve systems of economic bondage, for their own special benefits. The natural law never intended the bondage of the many for the benefit of the few.

It may be stated that we have equality of opportunity. This is not true. Our general educational system is a direct denial of the statement. Our universities are institutions designed for the wealthy alone. The doors are closed to the poor, and the state refuses to open them. The high school in every city should give complete university training. This could be done but for the antipathy of those who control the state, and who are blind adherents to the class system and the minority institutions of feudalism.

"For forms of government let fools contest
The thing that's best administered is best."

Intelligence and its Measurement

(C. Sansom, B.A., Edmonton Normal School)

It is hard to define intelligence. It is rather strange that it should be so difficult to define satisfactorily something we recognize so quickly in people, and on the whole with so much certainty, as we recognize intelligence, or "brightness" as it is sometimes called. Ask any teacher to name for you five or six of her brightest pupils and she will do so with hardly a moment's hesitation; and she will be even more prompt and decisive with respect to the dull pupils. A teacher goes into a school and within a week she has made a rough ranking of her pupils on the basis of brightness; a ranking largely independent of both age and education. There are quite likely dull old pupils in the school who read in the fourth reader, and bright young pupils who read in the primer. In

fact we all classify our friends and acquaintances, "size them up" if you please, more or less definitely, on this basis. So-and-so is a very bright person, we conclude, and we are perfectly aware that we refer to qualities which are largely independent of his education. We have all known well educated people, college graduates for example, who are exceedingly dull; and people of almost no school education at all who are "as bright as a dollar." The word "intelligent" is, unfortunately, very ambiguous when used in this connection, and even the use of the word "bright" in this sense is open to objection; for we sometimes call a person "bright" who may be shallow and superficial, and quite lacking in the qualities we now have in mind. But on the whole "bright" is probably a bet-

ter term to use than intelligent, especially in relation to children. For in childhood intelligence develops with age, and so a child of twelve may have far more intelligence than a child of four and yet be not nearly so bright. But in adult life it is not necessary to make this distinction since it is thought that intelligence stops developing at physical maturity. The main difficulty in the use of the word "intelligent," is that we use this term so constantly to mean "well read," or "well educated;" as when we say of a person that he can discuss a topic intelligently, when we mean little more (usually something more, however) than that he has made a study of the matter. But in psychology the word is not used in this popular sense at all. It is necessary to be very clear on this point.

It is this technical, psychological meaning of the word intelligence that it is so hard to state in precise terms. It is so fundamental and elemental a quality that it can not be restated in terms simpler than itself. We can, perhaps, think of **general capacity for adaptation to circumstances** as its most essential characteristic. "It seems to us," writes Binet, "that in intelligence there is a fundamental faculty

This faculty is judgment, otherwise called sense, practical sense, initiative, the faculty of adapting one's self to circumstances. To judge well, to comprehend well, to reason well, these are the essential activities of intelligence." And Stern's definition, even though he does call it "my definition," is not essentially different. "Intelligence," says Stern, "is a general capacity of an individual consciously to adjust his thinking to new requirements; it is general mental adaptability to new problems and conditions of life."

This definition of intelligence as the "faculty of adapting one's self to circumstances" is by no means universally admitted but it is probably as good as any. But just here a difficulty arises, a great source of confusion. For intelligence, as suggested above, must be sharply differentiated from education, and in our Normal School days we learned beyond any peradventure, that precisely this is the "function" of education,—to enable us to adjust ourselves to our environment. There is apparently a serious contradiction involved here somehow. For when we behave properly at table or add a column of figures correctly is it not our education which enables us to do so? Similarly when a student asserts on an intelligence test that anonymous letters are never properly signed, and that rancor is usually characterized by persistence, does he not have to draw on his education for this ability? for the power to make these mental adjustments? Even in a primary class when the children are told to draw a line from the doll's ear to the elephant's trunk that will pass under the teddy-bear, is their ability to do this not dependent on a knowledge of words acquired in their experience? Unquestionably. And yet such exercises as these purport to measure intelligence, which is thought of as an inborn or innate quality as little influenced by education and experience as the cephalic index or the color of the eyes. Binet insisted that what was measured by his tests was "the natural intelligence of the child, not his degree of culture, his amount of instruction." And yet not one of his tests can be passed without at least some knowledge of words. How, then, can intelligence be thought of as the faculty of adapting ourselves to circumstances, a "faculty" which in our complex society is clearly an educational product, and at the same time as some-

thing quite distinct from our degree of culture, the amount of our instruction?

This apparent contradiction arises from the fact that intelligence regarded as an innate or inborn capacity can only be measured in terms of the responses, the adaptations, the **behavior** in short, of the individual possessing it. We are forced by the very nature of the case into this indirect method of procedure. People differ in intelligence fundamentally, not because they differ in behavior (for an intelligent person may behave very badly at times) but mainly because they differ in the quality and the organic structure of their nervous systems. The brain is the seat of the mind, and the nervous system is the mechanism by which our adaptations are made. And the gist of the whole matter of intelligence is that all people have not equally efficient nervous mechanisms for making the necessary adjustments to circumstances. Some have inherited brains and nerves which possess greater impressibility, greater retentivity, greater **educability** in short, than those of others. The brains of idiots are often found to be entirely wanting in parts; and between the brain of an idiot and that of a Darwin would be ranged nearly all brains on a "normal surface of distribution," quite probably, if it were possible to determine their exact composition and organic structure.

And so it comes about that to measure intelligence, an innate capacity, it is necessary to resort to the indirect method of measuring responses and adjustments which represent in large measure if not entirely acquired ability. It is the behavior that is actually measured; the degree of intelligence is inferred. It is like the measurement of temperature by a thermometer; it is not the temperature that is measured but the volume of mercury in a tube when the volume increases we infer that the temperature is rising. When the volume increases a given amount we infer that the temperature has risen not "a little" or "considerably" or "very much," but just exactly so much. This gives us an objective measure of temperature which is far more exact and useful than such subjective measures as feeling, opinion, etc. And so when a number of children are asked to draw on their **common experience** to make certain responses under standard conditions, and we find that some of the children can utilize much more of this experience than others in making the necessary adjustments, we infer that these children are more intelligent than the others; and not only that they are more intelligent but also that they are just about so much more intelligent. That this inference is in general a valid one is simply a question of fact. In the Highlands Practice School, for instance, all children who were rated high in brightness by the teachers made a good score (for their age) on the Otis Group Test, and all pupils who were rated low made a low score. That the score made by a child on a carefully devised and properly administered intelligence test is in **general** a measure of the intelligence of the child is a fact which is now supported by such a body of objective and scientific evidence that the only people who can any longer seriously doubt it are those who have failed to keep in touch with the literature on the subject.

In regard to what constitutes a good test of intelligence for comparative purposes it follows from what has been said that a good intelligence examinations must be based on the **common experience** of the group

it is designed to measure. This is a consideration of the very greatest importance and one of the most difficult things to achieve in constructing a test. It is clear that if any matter which falls within the experience of one member of the group and quite outside the experience of another member is made the basis of a test, the one will be at an advantage over the other on quite other considerations than that of intelligence. When, for instance, our Normal School students were asked to cross out from the names Dewey, Farragut, Grant, Paul Jones, and Schley, the "word that does not belong there," it was quite apparent that those students not at all by virtue of their intelligence but by the United States had an advantage over the Canadian students not at all by virtue of their intelligence but by virtue of their education. In other words this test was only a test of information as between the American and Canadian members of the class, but it may have been a very good test of intelligence for the American group alone, assuming that these students had all had about the same opportunity to get acquainted with the names. On the other hand the similar exercise based on the words give, lend, lose, keep, and waste, might constitute, as far as it goes, a test of intelligence for the whole class, inasmuch as there is no good reason to suppose that students in one country have any educational advantage over students in the other in respect to these words. In regard to this test it might be of interest to add that 27 of our First Class students crossed out "waste," four crossed out "keep," and one "lose." How many students crossed out the right word?

It is apparent that to construct an intelligence examination of say 200 items all of which involve some degree of information, and to insure that each item draws only on the common experience of a widely scattered group, is an undertaking of very great magnitude. It will be a long time before this is done. It may never be done. But the difficulty is partly overcome by including a larger number of items in the examination, for by this means errors arising from this are made to cancel one another to some extent. Thus in the Otis Group Test there are 230 items and in the Terman Test 185.

But there are other things besides unlike and unequal education and experience which are apt to vitiate the score in the intelligence examination. Such things as nervousness, poor eyesight, momentary lapse of attention, etc., will readily suggest themselves. In one Normal School class after taking a group test the feeling was very general that it was only such incidental things as these that had been measured, and there was considerable opposition to the suggestion that the examination may have thrown some light on the intelligence of the students. When urged to state definitely what really had been measured the following things were mentioned: general knowledge, memory, nervousness, application, interest in the test, concentration, quickness of thought, physical reaction time, physical fitness, and rate of reading. The students seemed quite averse to adding "intelligence" to the list. But when they were asked to describe in one word a person whose general knowledge is wide, whose memory is good, who is calm and collected in such trying circumstances as they had just experienced, who applies himself well to his task, who has an interest in many things, whose powers of concentration are good, who thinks quickly and acts promptly, and who

can read rapidly for thought, their was only one word that seemed to suggest itself to them; and one of the students said in a kind of undertone, "Why, I suppose that would be an intelligent person."

THE BINET-SIMON TEST

Mr. Godfrey H. Thomson, of Armstrong College, Newcastle, read a paper on Wednesday, in which he discussed the question, "Do Binet-Simon Tests Measure General Ability?" He said that in a joint article which appeared in 1912, Professor Spearman and Dr. Hart argued briefly as follows—(a) Mental tests, as long as they attempted to measure separately such things as "apprehension," "discrimination," "judgment," etc., were a complete failure. (b) They turned from failure to success when they gave up this attempt, and contented themselves with evaluating *general ability*. (c) This is strong evidence in favor of the existence of a general common factor. This argument, in either explicit or implicit form, turned up every year. Among recent appearances he quoted a compressed version in an article by a writer in *The Times Educational Supplement* of May 20, who said: "Most of the Binet tests and their Stanford revisions have for their object the evaluation of (Spearman's general factor) *g*." Dr. T. P. Nunn, in a recent book, after admitting that the theory of a general factor is still *sub judice*, said:—"Meanwhile, its substantial truth seems constantly to be confirmed by results which are not easily interpreted on any other basis. By far the most striking are the results of the 'mineral tests' . . . in the American Army."

While admitting the truth of the above statements (a) and (b) of the Hart and Spearman argument, Mr. Thomson said that the conclusion did not follow, for the general ability evaluated by the Binet-Simon tests was a different thing altogether from the general common factor of Professor Spearman. The latter was something assumed to be present in all the performances. The former was merely the sum-total of all the performances. The procedure in applying such tests and in evaluating the mental age or the intelligence quotient of the subject, would be exactly the same, even if the experimenter believed that the tests measured totally different performances which had no common factor at all. The writings of MM. Binet and Simon themselves did not appear to me to suggest in the slightest degree that the general intelligence measured by mental tests was a common factor running through every single performance. Professor Terman, who had done much towards developing the tests by the Stanford revisions, said in his latest book:—"After many vain attempts to disentangle the various intellectual functions, Binet decided to test their combined functional capacity without any pretence of measuring the exact contribution of each to the total product." The general level of intelligence in Binet's sense might be compared with the average height of a number of mountains, which might or might not be interconnected, whereas the general common factor in Spearman's sense was comparable, not with the average height of the specific peaks, but with the average height of a tableland from which they sprang. A traveller reporting the average height of a group of hills must not be taken as asserting that they sprang from a tableland.—From Report of Proceedings of the British Association in London Times Educational Supplement.

The Status of a High School Assistant

(By "Ecclesiastes")

Some people would rather hear a lie any day than the truth. If you will lure them with the light that never was on sea or land, they will follow you in ecstasy. But be honest with them, paint things as they are, and they will none of you. Upon all such my first paragraph must fall as a benediction; it is just as well that we part here, for I intend to reject the art of gramarye, and call a spade a spade.

The world has been deceived long enough with this idle ranting about the glory of a teacher's office and the importance of a teacher's vocation. For my part I want to see the falsifying nimbus shorn away. And to that end I shall strive to place before you, as I see it, the status of a High School Assistant.

I doubt if there exists a toiler in any other sphere of life more shackled with disabilities than the High School Assistant. When he listens to a great convention address, or reads a book on Education he feels like a sovereign prince, lord of a vast domain. But when he confronts the problem of the class-room as he finds it in actual experience, he realizes that he is a bondman, restrained by fetters that prevent his solution of the problem he has in hand.

First of all he is bound by the chain of subject-matter. The material he is compelled to weave into the web of many human souls he is not free to choose. Some superman, sitting upon Mount Olympus, has decreed all that. His fiat is Jovian, and therefore sacrosanct. The Assistant Teacher is not permitted to think otherwise. He must like it; he must call good what supernal wisdom has fiated. The Women's Institutes and the U. F. W. A. are graciously invited to submit their opinions and ideas as to how the school curriculum can be improved; his opinion is not wanted. Nay, even the tender striplings in the High School are encouraged to render their erudite views on this subject in the Intercollegiate Debate. But he who teaches them, who for years has been weighing this overburdened curriculum, if he, perchance, opens his lips—in a convention, say—to make some honest criticism of the stuff that is his daily bill-of-fare, there is an angry snarl from Mount Olympus, and he is publicly snubbed.

In the second place the Assistant Teacher is hampered by the fetters of classification. He is not free to grade the classes he must teach. When he goes into a class-room to teach the subject-matter prescribed by regulation for that class, he finds a number of students, who, he discovers, are absolutely incapable of apprehending the matter he must teach. Instead of a Grade Nine Class, he finds a class composed of many grades. How they got there is a mystery. They have been classified by a system over which he has not the slightest control. But a more serious fact is that they are there, that he cannot turn them out, and that he is supposed to teach them the subject-matter prescribed for that grade. Of course that is an impossibility. Everybody knows that milk comes before meat. There is one of two evils he must choose: either to go ahead with the regular grade work shooting over the heads of the interlopers; or to let the legitimate students mark time while he gives the usurpers instruction suitable to their condition.

Such classification is an abomination. That it is not always avoidable everybody will admit; but it is also patent that it became notoriously prevalent with the passing of the Departmental Examination tests. It does not require superior insight to note that the greatest zealots for promoting students to grades beyond their capacity are always those who will not have to teach them. A correction of this evil may be found, as it was found in higher circles, in a wholesale plucking in the Spring examinations. But just imagine what would be thought of the High School Assistant who would have the courage to slaughter sixty per cent. of his class? That surely would be an undeserved notoriety. Meanwhile he is being humbled daily by being obliged to do the work of a primary teacher with students who have been "molly-coddled" through the grades. Such an experience lessens his respect for his status, while he is exasperated with the reflection that he is bound with fetters that he cannot remove.

The third factor in your problem or the third chain that restrains you is the hampering string of the time-table. You have no control of that important element so necessary for the solution of your problem. You might solve it in spite of the first two disabilities if you were not bound by the third. They may send backward students into your class, and they may overload you with an excess of unsuitable subject-matter, but, by all the great and little gods, you could pulverize their rock into pap digestible by the infant minds, if—they would give you time. But they won't. Wisdom supernal decrees all that too, and you haven't an opinion worth considering. Forty weeks in the school year! Who can help it? You don't want to alter that, even for the sake of your problem; but you would like a little more time in the time-table. The difficult nature of your subject demands it; the excessive amount of material demands it; the backward nature of your class demands it. Two periods per week are not enough to work your miracle. Couldn't you have one or two more? Nothing doing; every single berth is booked. There are other subjects besides yours that must be considered. Your representations that yours is of an exceptionally difficult nature, requiring special consideration, is laughed out of court. Then it is that you realize with piercing clearness that the course is cruelly overloaded. You are unalterably convinced of that. The students have your sympathy. You are very sorry for yourself.

You look back to the golden age when three blue-blooded aristocrats, the venerable R's of imperishable fame, occupied the field and all other ambitious aspirants were promptly snuffed out. Those were the days when a teacher had time to do his subject justice. Those were the days when a teacher might cross his legs like Dr. Johnson and have his talk out. But these modern times, with their infernal ringing of bells, cutting you off before you have got well warmed up, permitting an impudent parvenu to smother your stream of wisdom with his fads and frills! That reflection, you must own, is nothing else but the humiliating admission that your status has dropped to a plane that makes you envious of other professions.

But this is reverie. One clear sunlit fact, however, emerges in your mind, and you are amazed that its recognition has been so long delayed. The necessity for extending the time for the modern course is so manifest that you feel like apologizing for mentioning it. Subject after subject, frill after frill, has been added to the curriculum, but the time-element has remained the same. In fact you are of the opinion that, if anything, the time is being reduced. The tots arriving in the High School would seem to indicate that. Children are simply popped from one grade to the next, from lower school to higher, apparently without any concern at all about their benefiting by the transit. They pass through the grades but the grades do not pass through them.

The object apparently is not to educate, but to give the appearance of educating. Our school product, it is being discovered, is the poorest kind of shoddy. It looks beautiful but it won't wear. Children emerge from the school, gay with tags and frills, and these are so many and so resplendent, that they hide the rags and tatters beneath. They charm the eye, but they do not keep out the cold.

The conviction is growing throughout the country that there is too much veneer and not enough oak. To our everlasting disgrace, it is being left to the women on the farm to sound the clarion call to reform. The teachers of Alberta must stand up and salute Mrs. Paul Carr and her sisters of the prairie who are championing the cause of educational reform and, incidentally, the cause of the teacher as well. The enthusiasm they are awakening in these matters, the respect with which their opinions are received, may well make the teacher pause, and ask himself if after all his status counts for very much—in some quarters. Would he not have more influence in the building of the nation if he should desert the school-room for the quarter-section? That, however, is but a passing sigh. To resume: the farmers' wives declare that these matters have been tried in the balance and found wanting. The schools of to-day are not turning out such sterling character as did the little red school-house of a century ago. There is too much varnishing, and not enough hewing to the line.

But to do that requires time. The varied and extensive programme that looks so brave and costs so much, will never effect anything permanent or valuable, if the time is curtailed. Haste is a variant of waste. The universe is against the speed artist. Nobody has yet discovered the secret of making nature sweat. Not a single grain of wheat responds to the urge of the husbandman. This is wisdom that even the blind may read.

And yet we teachers, knowing all that, are not free to direct our teaching accordingly. We are compelled by circumstances to accelerate the processes of nature—to force open the slowly unfolding bud. The problem is thrust upon you. Your class, your programme, your time-limit are all fixed. You must persuade the given students to assimilate the given material within the given time, or you are not a good teacher. Is it any wonder that pedagogical principles are flung aside? Is it not natural that strong misgivings arise as to your professional rank? Quack, Juggler, Charlatan, you may be; certainly not a teacher.

There is another factor in your problem, however, that has a bearing upon your status as a teacher. It is the factor of Method. Surely, it is thought, the teacher's method is his own; surely in this regard, he

is free to pursue his own aims. So long as he produces results, who will interfere with his methods? Unfortunately, many of us have found that our freedom here, too, is challenged.

Every teacher knows that there are two ways of handling the problem that I have dealt with above. First, there is the way of nature, the strong, sane, pedagogical way of throwing the responsibility upon the student for every step of his course. Secondly, there is the way of the machine, the weak, stupid, irrational way of throwing the responsibility upon the teacher. I don't know what pedagogy calls these, but I call them the self-reliant method and the "molly-coddle" method.

The first requires the student to do his own studying; the second requires the teacher to do it for him. The first recognizes that healthy element of the soul which delights in overcoming difficulties; the second ministers to that perversion of the soul which shrinks from exertion. The first is a challenge; the second a surrender. The first method is not wanting in sympathy. It may wear a severe aspect, because it refuses to be humbugged; but it is the essence of kindness in the long run, for it aims to make the student self-reliant, thoughtful, independent of the teacher. The second method is vicious. Its very softness is enervating. It is a veritable "killing with kindness." It makes no thinkers; but fosters weaklings, and ends with leaving the student a parasite.

Much as he may detest the molly-coddle method, a teacher is sometimes forced to adopt it. He finds a class before him who have been accustomed all their days to being coaxed along. They come from homes where the line of least resistance is the parental motto. As a consequence they have early learned the habit of levying blackmail. A succession of teachers have had them in hand, each and all being required to sugar-coat their studies for them. They have been lifted along from grade to grade, not because they had mastered their work, but because the incoming students required their places. And finally you confront them in the High School. They have no ambition to toil at their studies. They have never been required to measure up to anything in their lives. The fact that they have come so far without effort, is sufficient reason to expect an exertionless passage to higher grades. If you will make the subject-matter interesting for them, they will do you the honor of listening to you. If not, so much the worse for you. The responsibility rests upon you, the teacher. What are you paid for if you cannot make learning attractive and easy? Your addiction to the self-reliant method is only proof of your inexpertness in handling the subject. They decide that you do not know how to teach. That is not the way that they have been accustomed to get instruction. Your tests are too hard, your standards too high. They are sure of that because they show a dismal failure in your subject. Something must be done to prevent you from going on like that. There is an appeal to *pater familias*, who, being a ratepayer has the undisputed privilege in a democratic land of giving you advice how to teach. Your ratepayer writes a note to the principal or to some other official insisting that you are not quite sure of your ground and need to be set right. And there it usually ends. For you know, and the principal knows, and every sane adult knows you are doing the right thing. But the experience is a bitter dose to swallow. Your opinion about your profession is not printable for a while. You ask yourself what

other profession on earth is subject to such humiliating treatment. You wonder if a man whose daily walk and conversation is hawked about by a multitude of irresponsible juveniles, ever can have a status that is worth possessing.

A clear-eyed survey of your problem, with its four-fold handicap, has reduced your opinion of your importance to something less than zero. To offset that you are reminded of your compensating advantages. Your galaxy of blessings, as they are universally enumerated are these: light work, short hours, long holidays, and good salary.

Light work! Really, you deserve the shock it gives you to have people fling that at you! Isn't that precisely the phrase you used in respect to the domestic burden? And you never understood that your wife was doing the work of two people until you tried it for a week when she was sick. A week of minding the children, cooking the meals, and washing dishes was enough for you. And I venture to say that if some other people would take on your job for a month and honestly tackle your problem they too would change their minds about the teacher's easy times.

Light work! You think of that abominable problem of yours, that faces you every hour of the day, and even disturbs your rest at night; that problem, that, try as you will, you know can never be solved: that problem of pouring a gallon of water into a teacup; of putting the polish of marble on rough sandstone; of

Dropping buckets into empty wells
And growing old in drawing nothing up.

Yes, it would be light, if only serious people did not expect you to solve it. But, unfortunately, they do. A hundred per cent. of each class must move to the room above. Ready or not, they must be shot—into the next grade. Your problem is to supply the push. Your status as a teacher is registered according to the success with which you "lick the platter clean."

Short hours. You are never permitted to forget that school closes 4 o'clock, and Saturday is a day off. Just because you are a privileged person with an excess of unemployed time, misguided zealots of both sexes proclaim your eligibility for community factotum, and prescribe your duties. You are regarded as a good-natured, long-eared beast of burden,—a point of view which enables you to get another slant on your diminishing status. It never enters these dear, numb-dumb-skulls that, seeing you have a dozen lessons to teach on the morrow, you require two or three hours each day to make preparations.

And then the holidays you have, you shameless shirker of work! You are worse than a Bolshevik. For every day you work you take a holiday. You are not satisfied with Saturdays and Sundays; you must needs knock off a couple of days besides in every month, close shop at Christmas and Easter, and then a long debauch in the summer. "Whatever do you do with all these holidays?" asks the hardware clerk the day before New Year's. He has been walking up and down, cursing the reaction from the Christmas activity, and he is blue-moulding for something to do. You have spent the entire Christmas holidays reading examination papers. Moreover, you know that every Saturday and part of every Sunday for the next six months will be spent at the same pious exercise. And when the long holidays come, and the kids hike to the mountain and the lake, you will shed your coat

and your collar in the MacKay Avenue School, and settle down to the worst inferno of all—because you need the money. That is your prospect. There may be those who will not be invited to the Minister's Midsummer Meet. But they cannot do without you. That reflection goes a long way to increase your self-respect. At the same time your empty purse reminds you that you cannot do without it, and all your self-complacency vanishes. The idea of long holidays is a delusion and a snare. Economic necessity cancels that boon. You need the money!

How that reflection diminishes your conception of a teacher's status! You are always needing money. You are ashamed to look your wife in the face. You feel that you have inflicted upon her economic degradation. You had the nerve to ask her to share a beggar's purse with you. Twenty-nine hundred dollars! Why, the doctor next door, with whom you went to college, can make as much writing prescriptions alone, not to mention his income from his medical practice! Barely enough to maintain existence in the dark days of the dollar's attenuated power. Nothing to lay by for sickness or old age! You have reached the peak of your upward climb. You stand upon the pinnacle of a teacher's attainments. Your deity is within your grasp.

But cheer up! The cost of living is going down, and that is as good as a boost in salary. So says "The Daily Morning Blatherskite." The notorious rag calls you a Bolshevik, and opposes tooth and nail all your efforts to secure an adjustment of salary commensurate with the depreciation of the dollar. But it does the service of cheering your soul with the reiteration that the cost of living is going down. It is still demanding 25 cents per week for its unsavory services,—an advance of one hundred and fifty per cent. on its 1914 price; but it paternally admonishes you to possess your soul in patience, and to consider your advance of twenty-five per cent. a generous recognition of public appreciation.

The toad beneath the harrow knows
Precisely where each tooth-point goes;
The butterfly upon the road
Preaches contentment to the toad.

The cost of living is going down! Is it? Listen! The hens are cackling in your neighbor's yard. Seven years ago winter eggs were fifty cents a dozen; to-day, if you can afford them, you have to pay one dollar a dozen. You see, even the hens of Alberta have doubled the 1914 schedule. Go to the hen, thou sluggard, consider her ways and be wise. There's a teacher for you, who's a tip-top radical! Professional? No. Specialist. No. Experienced? Not a bit of it. Absolutely new at the game; she never sat upon a nest until last week. She hasn't even got a permit. And there she goes, red as a Bolshevik, bragging shamelessly about her product, and advertising herself as a *rara avis* whose status is recognized in every home.

What have you done to keep abreast of the rising tide? You, a university graduate, a specialist and an expert, professionally trained and experimentally tried, you moulder of the nation's youth, you holder of the nation's soul, what have you done to enhance your financial status? That is the question that you gay, cackling, Bolshevik Biddy flings at you. And you answer softly: "With infinite effort I have screwed it up twenty-five per cent." Bah! You haven't got the status of a good old hen!

Give Minimum Wage for Teachers and Get Efficiency

Educational Problems Discussed at Meeting of Forum; B. C. Moore Favors Municipal Unit of Organization

Why is the Minister of Education in the position which he now occupies if not to see that the teacher in the poor rural districts is paid as well and that the children are given the same opportunity to secure an education as in the wealthiest communities? was the question asked at the People's Forum in the Allen theatre yesterday by B. C. Moore, secretary of the Standard local of the U. F. A. Mr. Moore, who explained that he was voicing his personal opinions, and not speaking as an official, remarked that Hon. George P. Smith, in his addresses to the school trustees' convention in Calgary, seemed to be obsessed by fear of the minimum salary for teachers. The Minister gave as an excuse—it was not a reason—for his opposition to the minimum, that it would debar certain poor districts from all educational facilities, because they would not be able to raise the necessary taxes. This, it was pointed out, would cause the poorer districts to have inferior teachers. In taking this position, said Mr. Moore, the Minister showed misunderstanding of his task, which was to see that such inequalities should be removed.

Give the minimum wage, and improve the conditions for the teachers, and then demand efficiency, was Mr. Moore's slogan. "We have no right to expect efficiency of teachers who are ill-paid, badly accommodated, and whose interests are neglected by the school boards they serve," said he. If the teachers were treated fairly the school boards would not suffer from frequent changes, and teachers would not be inclined to perform their duties in a perfunctory manner.

Mr. Moore showed clearly that in his opinion the Minister is not expressing the feeling or desires of the people generally in fighting the Alberta Teachers' Alliance. The desire for co-operation with the teachers is widespread and it is only by promoting closer co-operation, and not by opposition to the teachers' organization, that the interests of education may be advanced.

Speeches Will Not Do.

The recent trustees' convention, said Mr. Moore, was not a satisfactory one. It provided an opportunity for Mr. Smith to display his rhetorical abilities, but eloquent speeches would never solve the educational problem.

Mr. Moore advocated the creation of school districts whose boundaries shall be coincident with those of the rural municipalities. Trustees could be elected at the same time as the municipal councils. The secretaries' salaries might be increased, and provision made for high school work and consolidated schools and for the appointment of a municipal inspector.

Under present conditions, Mr. Moore pointed out, purchases for the school districts are often expensively made, and excessive charges are made. A municipal school secretary, handling the business for a whole municipality would be in a much better position to make businesslike arrangement, and a much higher degree of efficiency in administration might be expected to result.

Better Trustees Needed.

While increased teaching efficiency is desirable, Mr. Moore said he considered that a higher standard of intelligence in school trustees must be established if teachers are to be given a fair opportunity in many rural districts. To this end he proposes that no citizen

should be eligible for the position of school trustee who has not had a public school education. He knew of districts in the province where some of the trustees could not even write the English language.

Mr. Moore believed that instead of spending much time in patching up the old system in the province, the old system should be in large measure discarded, and a new system, including a revised curriculum more adapted to the needs of the province, introduced. "We are educating our rural young people away from the farm, rather than for the farm," said he. "A bushel of wheat is not to be seen inside our rural schools." "Our present system of education," he declared, "encourages mercenary characteristics, rather than service and the good of the community. This must be changed."

The old machinery, the speaker contended, provides opportunities for the man who has an axe to grind to further the interests of his friends at the expense of the real educational needs of the community. In many simple but important things the trustees at times failed in their duty to the teacher. Provision of wood and coal for the winter months was sometimes neglected until the cold weather began. These considerations as well as the importance of devising a plan of remuneration which will make the art of teaching not a mere stepping stone to other professions, but a life work in which the best and most competent men and women will willingly engage, are worthy of closest attention.

Value of Exhibitions.

Mr. Moore expressed the opinion that the agricultural and industrial exhibition should be made into one of the greatest of educational mediums, and said that the midway shows which provide a form of amusement of a poor type, should be replaced by others which while entertaining are also elevating. In the livestock classes he would like to see honest and fair competition between real producers. "If the man on a quarter section were to adopt the methods of the professional livestock showman, he would go out of business in three months," said Mr. Moore. He did not condemn the professional, as he believed that these exhibitors were as good as could be expected under present conditions.

The farmers, said the speaker, were entering political life in an intelligent manner. Hon. T. A. Grerar, in his address at the U.F.A. convention, had not wasted words in condemnation either of Mr. Meighen or Mr. King, but had appealed for definite clear-cut policies which would make for the welfare of the whole community.

During the discussion period several speakers declared that the satisfactory alteration of the educational system is impossible so long as the present economic interests predominate. The people had no choice but to follow the curriculum which was designed to further the interests of capitalism. "No satisfactory change in the educational system is possible until a complete economic change has been effected, emancipating education from control by the owners of capital, said one of the speakers.

"I believe," said Mr. Moore, "in helping to improve the present system, while fighting for a new one."

Ald. Fred J. White was in the chair.—Calgary Albertan.

On Teaching Science

(By G. V. Van Tausk, M.A., M.Sc., Victoria High School, Edmonton)

It is necessary to determine what is the place of science in education, which again brings us to the question—What is the aim of education? Education, however, may be physical, vocational, social, cultural, or a combination of any or all of these. Apparently, the underlying principle of our curricula and syllabi is to establish a harmonic balance between mind training for general culture and the training of the mind for success in the practice of a particular business or profession. Whatever the type of education in its ultimate analysis, it is a matter of training the mind. To a great extent, subjects useful from a vocational point of view can be made of value for culture as well. To this extent, vocational and cultural education may be considered to be coincident. This thesis treats only subjects which are cultural or can be made such within the scope of a high-school course. In our opinion, the proper place for any other subjects is in technical, agricultural or other vocational schools.

Culture, however, is not only knowledge, but also sympathy; not only convictions, but toleration; not only an absorption of wisdom, but its application to public and humanitarian service. To quote Prof. Monroe: "Culture consists in the development of the forces and refinements of character." For the purpose of secondary education, this means to know much of something and something of many things. This may be applied to the selection of high-school subjects and probably in a lesser degree, to the scope of the individual subjects themselves. In other words, the great and approved divisions of human knowledge which constitute the subjects of our high-school curricula, should rank as equals. As a matter of fact, they do not. Many people, including those who set our University matriculation requirements, assume that the so-called humanities (languages, literature, history, etc.) have a greater cultural value than the sciences. Highly educated people, for some mysterious reason of their own, justify the great attention paid to say Latin and Algebra as "desirable concentration," but condemn a similar amount of time spent on science as "narrowing specialization."

Huxley in his "Science and Education" proves that science trains the intellect. Elliot in "Educational Reform" shows to what great extent it stimulates the imagination, and that it imparts useful knowledge is generally admitted. The tendency of modern education is to consider a subject cultural to the extent that it accomplishes these three things: the training of the mind, the stimulating of imagination, and the imparting of useful knowledge. While quantitatively the humanities have a greater claim to a high-school student's time, qualitatively science has at least an equal claim. As Huxley expresses it: "The great end of life is not knowledge, but action," and in this respect no subjects are more valuable than the sciences.

The sciences should involve the exercise of the inductive faculties and give the student an intelligent appreciation of natural phenomena. Generally speaking, the educational value of all the sciences is the same. The subjects usually taught are Botany, Zoology, Physics, Chemistry, Physical Geography and Agriculture. This last named, however, is partially

an applied science, and can be made preëminently biological or chemico-physical as desired. Botany and Zoology are mainly observational in character and practically identical in the method of teaching they require. Chemistry is mainly experimental in character, and Physics is primarily so, though not to the same extent. Both require a somewhat similar method of presentation. Physical Geography is largely a matter of visualizations and generalizations; so too is Agriculture, if there are no facilities for practical work and observation. If schools can not teach all these subjects, or if the pupils are not required to take them all, it is suggested that one out of each of these groups should be selected.

Whatever combines the the best scientific training with the most useful knowledge, is what is of most worth in science as a school subject. Scientific training, however, means the habitual use of scientific method, which is made up of three elements—(1) exact observation of things as they are; (2) critical comparison of the results thereof, and (3) logical testing of the derived conclusions. In order that the subject should be useful, it (1) must be made capable of being made simple enough to be clearly comprehended by the pupil; (2) it must be knowledge that will help in the accomplishment of some worthy purpose, and (3) it must be frequently associated with the situations in which it is likely to be needed, or some part of them, or anything like them, so that it can be recalled when the need for it occurs.

It is only so far as the teaching of the sciences accomplishes the above aims, that they are entitled to a place in a secondary school curriculum. This, however, necessitates the answering of many open questions:

- (1) To what extent, if any, should the curriculum be changed?
- (2) Which sciences should be studied?
- (3) What subjects should be taken up within the individual sciences?
- (4) How much time should be devoted to science study?
- (5) What special training does the science teacher require?
- (6) What method should be used in teaching?
- (7) What equipment is necessary?

There are several others which may come to the reader's mind.

The writer does not presume to answer these, but asks his readers to do so, through the columns of the A.T.A. Magazine. At some future date he hopes to edit these replies; as it were, make a composite picture of them and, giving due credit to the suggestions, present them as a workable whole for the benefit of all those who are teaching high-school science in Alberta.

In writing this article, the following standard authorities were consulted:

- Huxley, "Science and Education,"
 Elliot, "Educational Reforms,"
 Lloyd and Bigelow, "The Teaching of Biology in Secondary Schools,"
 Twiss, "Principals of Science Teaching,"
 Smith and Hall, "The Teaching of Chemistry and Physics."

Should Teachers Affiliate with Organized Labor?

(Contributed)

The issue is between two types of organization, the type of organization that stands splendidly alone and splendidly ineffective, if history shows anything at all, and the other type of organization, which calls for an affiliation of the teacher with the one element in society that has given any constructive thought to the school problem for the last century.

That is a startling statement to make, but I am going to quote from Professor Commons' book, "Documentary History of American Industrial Society." This is what it says: "Free schools, supported by taxes, were the first demand of enfranchised labor." That was in 1825 to 1830. "In New England the principle of free schools for all was in theory accomplished, but even in New England free schools were much less efficient than the private ones. Hitherto our historical knowledge of the free school movement has ascribed that movement to the great humanitarian leaders, with Horace Mann at their head. The vitality of the movement for tax-supported schools was derived, not from the humanitarian leaders, but from the growing class of wage-earners."

Professor Ely has something to say on that subject too, in the "History of the Labor Movement." He tells us: "Public instruction was claimed by the party of the workmen, but their demand was met by the sneer of derision on the one hand, and the cry of revolution on the other."

In this connection, the matter of labor's contribution in the initiation of a public educational system, the matter of labor's continued zeal in behalf of an efficient school system, I want to refer to a bulletin of the teachers' organization that is opposed to labor affiliation. I find on page 15 of this number of the Bulletin of the National Education Association an extract from a speech delivered by a leader in the labor movement at the last meeting of the N. E. A. at Milwaukee. This leader in the labor movement said: "Too many petty oligarchies are holding secret sessions, deciding, behind closed doors, large questions of public policy and educational progress. These questions that are being decided can be decided effectively only by the establishment of teachers' councils which would bring to the service of the schools the benefit of fresh initiative."

To what other non-teaching body can a group of teachers go to get so sympathetic an analysis of the situation? No labor convention has been held in recent times which did not devote an appreciable part of its time to a consideration of the school problem. The American Federation of Labor, to give but a single instance, at its convention at Atlantic City in 1919 adopted an educational platform in which are embodied 19 demands, every one of which aims at the improvement of the schools. Among these demands are the following: Better enforcement of the educational laws, wider use of the school plant, reduction in the size of the classes, revision of salary schedules upward, increase of school revenues to maintain and develop public schools, co-operation between boards of education and superintendents and committees representing the teaching body in all cases of controversy between school authorities and teachers, tenure of position during efficiency.

II.

We who teach hug certain delusions about professional privileges and professional distinctions that we enjoy, and the fact is that the professional distinctions of which we boast, we have not, and the professional distinctions we say the laborer has not, he is acquiring, and in a large measure has already acquired. I am going to be very specific, in the first place, in the matter of wages. In the N. E. A. bulletin of January, 1920, we find a graph that shows in dramatic, almost pathetic fashion, the salary of the teacher as compared with that of the unionized non-professional laborer. We find such unprofessional people as machinists on the top line, and going down the line we find bricklayers, inside wire men, blacksmiths, machine tenders, and other menial workers, and finally in that state of splendid isolation at the bottom stand the high school teacher and the elementary school teacher!

Now, I do not maintain that wage is all. But I do maintain that wage means the extent to which we have been able to make the people listen to our demands. This chart is a wonderful indication of the extent to which we have been unable to make the people listen to our demands, or to make them give our demands any kind of consideration at all.

Permit me to refer once more to an article in the same N. E. A. bulletin: "Just as we were getting it most fully under way"—talking of this salary legislation—"some people began to talk of strikes, but except among the newspapers and among the few agitators, the talk of strikes was trifling and negligible." That is a fair statement. I am very glad that the writer realizes that unionism does not mean the strike. Perhaps the preceding speaker knows that there have been strikes of teachers in this country, that not one of them has taken place in a unionized city, and that there have been no strikes in communities where teachers were unionized, of which there are about 140 to-day.

In connection with the usual association which exists in our minds between unions and strikes, it might be appropriate to read a telegram from the President of the American Federation of Labor: "The American Federation of Teachers"—that is the Federation of Teachers' Unions—"is an international union, having absolute control over its own policies and actions. No local or state central labor body, nor the American Federation of Labor, has the right or the power to call upon the teachers, under any circumstances, to strike. Therefore, since the American Federation of Teachers' does not use the strike, the affiliation with it of local federations of teachers cannot in any way involve the teachers in a strike. While it is a matter outside the jurisdiction of the American Federation of Labor, the non-strike policy of the American Federation of Teachers meets with our approval."

III.

Now, the teaching profession lacks at least one of the things that a profession should have, and labor has that one thing which a profession should have. There is another thing teachers should have if they are members of a profession, which teachers have not, a thing which we usually do not associate with labor,

and which labor has, and that is, security of tenure.

Is there anyone really acquainted with the situation in New York City who can say that the teacher has tenure? The newspaper printed accounts recently of the complaint which the school administration lodged with the Lusk Committee that the administration found it bothersome and difficult to dismiss teachers on the basis of a formal trial. The administration is of the opinion that the matter of dismissal should be left entirely in its hands.

Educational journals report a recent meeting of the State Superintendents, in which the great complaint was that the schools are being undermined by the fact that superintendents are deprived of a method of quick dismissal of teachers.

Who undermines the tenure of teachers? Who determines the tenure of these professional men and women? The non-teacher. Among the laborers, among the printers, among the bricklayers, dismissal is not determined wholly by the non-laborer. The printer has a voice as to whether the man who is working at his side is worthy of the profession, but we teachers leave that entirely to those who do not teach, in a large number of cases, know nothing at all of what should control the standards of our profession.

That is the tragedy of the teacher's lot—the real tragedy—which is not wage, but the fact that his professional standards are determined by conduct and ideals which find favor in the eyes of those who control his job, and so long as the security of tenure of the teacher rests on this mean basis, just so long shall we not get teachers who are worth while, just so long will our boast about a profession be no more than a boast.

The laborer has a security of tenure, and we have taken a leaf out of labor's book. We shall ask for it through the powers with which we have affiliated ourselves, and through those powers we are going to professionalize the teaching industry just as some of the other industries have been professionalized.

IV.

I have treated thus far of two elements which the teaching profession has not and which the labour has. I want to speak of a third element, and that is a voice in the determination of policy. The N. E. A. has recognized the lack and the necessity, and asks for teachers' councils. But there is a weakness pointed out by a member of the N. E. A. who has had experience with teachers' councils, and here is what she says: "The voice of the many must really COUNT, not merely be heard or be disregarded. There have been sometimes autocratic methods in school administration, even under the semblance of a democracy. I advocate and thoroughly believe in a real conference of administration officers, with representatives whom the teachers choose, a conference in which there is mutual respect, and in which weight is attached to the opinions of both sides, so that both contribute to the outcome of the conference."

What is to determine the attachment of weight? When women wanted a voice in public policy, they were not satisfied with the statements of legislators that full weight would be attached to their opinions. They wanted that weight to take care of itself—and how? By securing the suffrage itself; and weight will be attached to our opinion only when we shall have secured suffrage in our industry.

We cannot leave this important matter to others. We want a voice in the directorship, a voice in determining the policy that shall govern the school system.

I know that that sounds absurd to teachers, yet, that determining voice is one of labor's dearest acquisitions—I could enumerate a long list of industrial organizations in which the workmen elect directors. These workers are granted not merely the privilege of making recommendations, but they are actually represented on the governing body. The laborer is worthy of that power. We, who are members of a profession, may not be worthy of it yet, but perhaps by association with labor, perhaps by practice in this industrial democracy, we shall be worthy of it, and worthy teachers of citizens of a democracy.

V.

We should have a living wage, as members of a profession. We should have security of tenure. We should also have a voice in the determination of policy. But there is something far more important that we must inject into our school system, and that is an attitude of real social service. We are all agreed upon this one point, that we are interested in real social service, and we shall give it, not by splendid isolation, but by contact with groups that are changing, changing, every day, and showing the effect of that change through the kind of work that they are doing.

Permit me to read this from the announcement of the British Building Trades Parliament: "We believe that, given devotion, the faith and the courage, our industry will be able to lead the way in the industrial and social readjustment that should maintain. We have glimpsed the possibility of the whole building industry of Great Britain being welded together into one great self-governing democracy of organized public service."

That is labor talking, and that is labor achieving it in connection with one industry whose history is already a matter of record.

What is the attitude of the teacher? His attitude to-day is: "I resent, I begrudge, the thing I do is enough for what I am getting." Have you ever heard a teacher say that? Have you ever entertained the thought yourself? Is there any question about the fact that there is a species of sabotage practised in the classroom?

The February number of the N. E. A. Bulletin features the following: "Who is responsible for the success or the failure of the public school system? Who must have a clear understanding of the work of the schools and of all the forces which must be utilized in order that the schools may render the largest possible service? Who must win and keep the respect and the confidence of the community and the loyal support of the Board of Education? Who must furnish inspiration and guidance to the teaching force, make teaching conditions as favorable as possible, and maintain a spirit of professional service? In short, to whom must the people, the Board of Education and the teachers, look for expert advice and professional leadership? To all these questions, there can be but one answer—the superintendent."

The answer of the teachers who are organizing is that the one who is to be responsible is the one who is doing the work, the teacher. Now, I mean to imply no clash between the two types of workers. We recognize the necessity for supervisors, we recognize the necessity for administrators. We do not claim for one moment that everyone can determine policy, but we do claim that teachers should have a voice in the choice of the people who will determine policy, and then there

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The measure of the success of a superintendent will be taken in terms of his ability to secure that co-operation, co-operation of willing workers; not co-operation that is extracted by force, but the kind of co-operation that comes from people who have recognized a leader and who want him to lead.

We, as teachers, have been in a measure traitors to our calling. We have been too busy finding fault, we have been too busy criticizing the labor movement, we have been too busy criticizing the illiteracy of labor, we have been too busy criticizing the crudeness of labor, the rough tactics which it follows, and all that, and we have kept aloof because we feared that we might besmirch our immaculate professional cloth.

The function of a teacher is not that of judge. The function of the teacher is to mingle and to follow. Schwab had this message for all of us, teachers included: "We are at the threshold of a new era. It means that one thing, and that is that the man who labors with his hands, who does not possess property, is the one who is going to dominate the affairs of the world.

This great change is to be a social adjustment. I repeat that it will be a great hardship to those who control property, but perhaps in the end it will work estimably to the good of us all. Therefore it is our duty not to oppose, but to instruct, to meet and to mingle with the views of others."

There is this capitalist calling us to our duty, not to oppose this great body, not to refuse to understand it, but to understand it, mingle with it, and become its teacher. How? By joining with it and earning its trust, not by standing aloof and criticizing it. I repeat that, in the attitude of fault-finding we are traitors to our trust as teachers!

I want to close with this invitation to those who have been opposing unionism: "Our union movement cannot be stopped by all the methods that may be at the disposal of the administration, and in most communities we find no opposition. It cannot be stopped by such methods, because the union movement is born of hope in a new world. The teacher is joining with the one force that is making for that new world. It is to this fellowship of optimism that I am inviting the type of teacher who says, "Oh, what's the use?"

The Calgary Situation

(By J. W. Barnett)

It will doubtless be remembered that at the first convention of the Canadian Teachers' Federation, after the Constitution had been drafted, the delegates naturally turned to the consideration of Dominion wide policy. Everyone realized that until the right atmosphere prevailed throughout the Dominion with respect to recognition of teachers' organizations, and until the economic status of the teaching profession is comparable with that of other professions these cardinal issues must be paramount with the C.T.F. Therefore resolutions were passed, one endorsing the principle of recognition involving teacher representation, and another calling upon every affiliated organization to develop a vigorous salary campaign during the year, the slogan of such campaign to be "Double the 1914 basis of pay."

The Alberta Teachers' Alliance has carried on a campaign of education and propaganda, striving by every means at our disposal to convince the public that efficient administration and the improvement of the personnel of the profession both as regards academic qualification and efficient, experienced service is inseparably connected with unequivocal recognition and adequate remuneration. We fondly hoped that we had succeeded, and the upward trend in salary of the grade teachers and those in rural schools certainly gave us to believe that the teaching profession was at last coming into its own. There seemed to be a promise that the teachers' organizations would be spared that turmoil, sacrifice and bitter opposition experienced in the early stages by other organizations of wage earners, and that we might fulfill our mission of raising the status of the teaching profession and benefiting the cause of education with a minimum amount of anti-organization propaganda being developed against us. But no, our smug complacency has received a rude jolt. With few exceptions the press has fallen into line be-

hind the re-actionaries, and in too many cases has overstepped the limits of sportsmanlike opposition and indulged in gross misrepresentation; public bodies seem inclined to resent the tendency of the teaching profession to rouse from its lethargy; school trustees seem unable to realize that the teachers have been born again, and that the obsequious underling and apologetic individual bargainer is becoming a thing of the past: in other words, this monstrosity—a teachers organization pledged to collective bargaining—must be scotched, discredited and destroyed. And it is to this attitude, so obviously engendered and fostered at the recent Trustees' Convention at Calgary that one must attribute the present atmosphere of unrest and strife amongst the teachers throughout the Province, notably in the larger cities.

The Executive of the Alberta Teachers' Alliance drew up the amended Provincial Salary Schedule and committees of teachers working in the large cities gave most favorable reports of its reception by leading public men. In Calgary, over 200 signatures were obtained to documents which in many cases suggested for teachers remuneration higher than is provided for in the 1921 Provincial Schedule. All seemed to be going splendidly and members of the School Board seemed disposed to giving the teachers every consideration. The Provincial Salary Schedule was presented and although it was voted down the Board resolved to "prepare a Schedule for submission to the Alliance."

And then the Trustees' Convention was held.

The Board met and turned down a proposal for a conference with the teachers (refusal of recognition), but a threat of trouble from the teachers brought a change of attitude. On February 17th, the Board, instead of introducing another schedule presented the 1920 schedule with a few insignificant amendments. The Alliance naturally turned down this offer and

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bitter resentment of the Board's action was apparent, so much so that the teachers took the stand that "We abhor strikes, but——"

The Calgary Herald immediately published a series of letters, many of them anonymous, and also reported a number of interviews some of them with members of the School Board, and from an ex-official of the Board with the obvious intention of showing that the public were bitterly opposed to the action of the teachers. The teachers, however, had in their possession hundreds of statements proving that the thoughtful and influential section of the citizens are favorably disposed to granting the teachers' requests. The Board scorned any suggestion of arbitration and since a compromise seemed out of the question an overwhelming majority of the Alliance resolved:

"That the Calgary Teachers' Alliance give the Public School Board notice that unless the salary schedule presented to the Board in January be accepted and satisfactorily adjusted before March 10th, the Calgary teachers, who are members of the Alliance, will cease work on March 11th."

As is usual in all such cases sympathy with the principle of higher salaries was voiced by members of the Board, but, as one of the opposition members put it, money comes before principle. A majority of the Board again went on record as irrevocably opposed to giving any further increase or of arbitrating on the Alliance Schedule, and the crisis was precipitated.

The callous and provocative attitude of the majority of the Board evidently met with strong condemnation on the part of important and influential public bodies: the Ministerial Association passed a resolution urging the Board and the Alliance to get together and pointed out a definite contract where negotiations might begin; the Mayor, at the request of the Rotary Club wrote the Alliance urging a postponement of the strike for another week in order to secure negotiations with the members of the School Board, for which diplomatic and reasonable attitude we heartily commend him; the President of the Alliance made a definite statement clearing away a considerable amount of misunderstanding. Mr. Carr stated that the Alliance had never closed the door for negotiation. It was only after the majority of the Board had again and again refused to open negotiations on the basis of the Alliance Schedule that their ultimatum, as a last resort, had been sent in.

Dr. Scott, Superintendent of Schools informed the "Herald" that would-be teacher strike-breakers were offering their services but this had had no effect on the solidarity of the Calgary teachers. Every section of the Alliance has published a statement of their case and numerous letters for and against the teachers have appeared in the newspapers. The Calgary teachers have received guarantees of support from the President of the Canadian Teachers' Federation and from officials of every affiliated provincial organization, and there is evident anxiety on the part of the teachers throughout the Dominion to give strong and unqualified support.

In fairness to the minority on the School Board it must be stated that the whole campaign of provocation and refusal to negotiate on the part of the Board has been carried through only after strenuous opposition on the part of the minority. Mrs. Carson and Mr. Harry Pride, labor members of the Board, have fought tenaciously, but in vain, to see that the teachers' demands met with consideration. The re-actionaries have a majority of one, including the Chairman.

Up to the time of writing the situation is thus: the Alliance has deferred action for a week and promised to exhaust every means of arriving at an amicable settlement before resorting to extreme measures, and there now seems to be a disposition on the part of the Board to discuss the Alliance schedule, even though they are unprepared to accept it in its entirety. The Mayor has made the following statement: "I am quite hopeful that it will be possible to get another conference between the School Board and the Alliance on the Teachers' Salary Matter." He has discussed the matter tentatively with the most bitter opponents of the teachers on the Board—Messrs. Selwood and Sinnot—and he is optimistic that a compromise will be reached.

PAY TEACHERS LESS

The proposed general advance in the rate of pedagogical pay would tend to intensify the characteristic fault of teachers, the quality of being opinionated. It would have the unfortunate effect of freeing them to a certain extent from the salutary restraint and domination of such agencies as school boards, trustees, and regents. The instructors of the young would grow more and more independent as they grew more prosperous till they might even have the temerity to believe that they ought to express their opinions openly and frankly on public questions instead of deferring to the wiser heads possessing the Divine Right to hire and fire.

Furthermore, any such ridiculous increase of salaries as has been suggested would merely encourage the natural indolence of teachers. If their salaries were doubled, they would probably work only half the year, devoting the other half to "research" or some other selfish indulgence. Thus the remedy would contribute to the scarcity of teachers, the very evil that some people think it would cure.

In general, the economic effect of a wholesale advance in the wage scale of teachers would be to place them on the plane with day laborers. The increase in salary would put the teacher on equal terms, financially if not socially, with the roustabout and the deckhand, only a little lower than the White Wing and the policeman. Surely we wish no such readjustment of social distinctions.

But this caste leveling would not be the worst effect of more cash for the culture-mongers. There is yet one other very important consideration, a delicate and interesting condition that should be faced frankly. If teachers are paid higher wages, they will be tempted to reproduce their kind,—as they cannot at present afford to do. Now it is well known that educators as a class are painfully conscientious plodders, cautious, conservative, and refined, dreamy, impractical, and peepless. That they commonly dislike jazz is a fair indication of their temperamental peculiarities. They came into existence, most of them, as inexplicable shoots of otherwise good American stock; their occurrence is to be attributed to chance rather than to any taint or defect in the line of parenthood.

The true solution for the problem of American education today is to reduce teachers' salaries, and teachers themselves, to a minimum. Far from advancing the teaching wage, we must cut it in half. Schooling, after all, is a tedious, enervating, and confounded luxury. We should pay for it with what little we can spare after buying necessities.—The New Republic.

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